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ABSTRACT

The occupational motivation program was developed to expose students to career information and to aid them in choosing and preparing for a career. The document presents an overview of the Warren, Ohio career education program and resource units for the K-6, 7-8, and 9-10 levels. Each resource unit presents a rationale, objectives, framework, and learning activities aimed at developing a curriculum incorporating career education concepts and community involvement. The K-6 level focuses on: developing positive awareness and attitudes toward work; exploring the rewards of work; job clusters; worker relationships; success performance factors and skills; and career choice. The 7-8 level orientation program makes use of community resources to direct the curriculum toward critical social and personal issues, modern community studies and issues, a survey of occupations, and related curriculum and occupations. It also includes a student career orientation handbook with suggested resources, a listing of occupational clusters, and a job index. Materials presented for grades 9-10 focus on career exploration, treating vocational preparation, career choice, and community involvement. Student checklists and a unit on city government are included. An inservice teacher program and a brief program evaluation conclude the document. (JB)

ED106556

Warren City Schools

Department of Career Education

Warren, Ohio

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WORLD OF WORK

K - 10

Continuum

CE003728

ED106556

Warren City Schools
Department of Career Education
Warren, Ohio

World of Work
K - 10
Continuum

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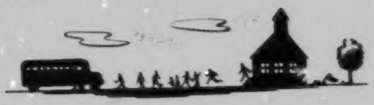
A FEW EXAMPLES OF OUR K–6 CAREER MOTIVATION PROGRAM



K – 6

STATEMENT OF INTENT

On December 23, 1969 the Warren City Schools submitted a proposal stating that, in urban centers, there is a considerable number of elementary school age disadvantaged youngsters who, because of a lack of information and motivation concerning the world of work, are unable to set realistic educational and occupational goals. It was presumed that the problem stemmed mainly from the fact that the parents of many of these students also lack this necessary understanding and are therefore not able to offer the needed guidance. The Warren schools' administration still feels that this original premise holds true. However, through further study, they feel that elementary school youth from other than the disadvantaged areas, seem to have similar problems. The administration contends that the development of an occupational motivation program which enables the child to be exposed to the full spectrum of careers will help him achieve a sense of his own potential as a future participant in society. The project is designed to show that all work is honorable and that every person should have pride no matter what his role.

The intent of the program will be to answer youths three inquiries – "Where am I going?" – "How do I fit in?" – and "Will I make it?" and "Do I have worth?"

Thus, it is the aim of this program to overcome these problems by providing the necessary occupational information for motivation, as set forth in the program objectives.

OBJECTIVES

1. As a result of participating in this program, elementary youth, their parents, and teachers will acquire a positive attitude toward all forms of education as a worthy means by which occupational goals are achieved whether it serve the needs of the college-bound, soon to-be-married, or labor market student.
2. The curriculum specialist operating in the schools will cooperatively guide teachers and parents, into a better understanding of all occupations.
3. The inclusion of Career motivation will result in a broader and more balanced elementary school educational program.
4. A closer relationship will be established between home and school as a result of the interaction activities planned in the program for career motivation.
5. A more balanced number of youth will enroll in the vocational, business and college preparation courses offered by Warren City Schools corresponding to the labor demands.
6. The new curriculum of the elementary school shall include the concept of career motivation and shall help students develop enthusiasm about the prospect of work as a way of life and see that all honest work has significance and value.
7. That all of the youth in the elementary schools' programs of Career Motivation will eventually feed into developed programs of Career Orientation 7 - 8 High school, and a Career Exploration Programs 9 - 10 in the Warren City Schools.

RATIONALE: 1970

Disadvantaged and lower class youngsters who, because of a lack of information and motivation concerning the world of work, are unable to set realistic educational and occupational goals. They find themselves unable to compete in the dominate culture and are increasingly on the outside because of being born into a minority culture. Their background becomes more of a handicap when they try to leave their group. They become caught up in a cycle of economic, educational, spiritual, experiential, and aspirational deprivation. This cycle had to be broken through educational opportunities so that new concepts could be given to them, their children, and their childrens' children. Because of the negativism which is bred in their culture, the school becomes the last hope for positive, stimulating, and encouraging experiences.

The school's program therefore provides new alternatives broading their scope of situations and demands, especially in the occupational world, for more often than not, their occupational background has been restricted to the simpler, manual forms of work.

Because the disadvantaged lower class youth has an urgent need for an improved future, and his urge is not really for achievement as much as his need for flight from discomfort, a program of Career Motivation was construed. The program is designed to show that the world's work is not only done by rich people and bright people, but it is done by responsible people, by good people, by right thinking people, by gentle people, by conscientious people, by considerate people. It is shown that all people have a part in the great adventure of work.

The program's goals for the teacher through workshops are as follows:

1. As a result of participating, the teacher shall acquire positive attitudes to all vocations as useful work in an inter-dependent democratic society.
2. They shall be guided into a better understanding of occupational information and its applications to elementary school youth.
3. They shall understand that it is important to teach that there are Occupational rewards other than pay.

Sometimes our objectives cannot be measured and we must trust in the judgment of the viewers. Some of the outcomes can be related therefore to be termed as perceptualized objectives. 1/knowledge and understanding of education, vocational, and social opportunities, requirements and expectations. 2/knowledge and understandings of abilities limitations, identities, feelings and motivation relevant to educational, vocational, and social development.

The viewer can evaluate as follows:

1. What is student enthusiasm for the world of work concept? Does it show improved attitudes and behavior and participation while world of work is taking place?
2. Do you have proper equipment, facilities and materials to conduct the program?
3. Do teachers understand what they are to do? Are they studying the field and applying their knowledge about the world of work?Can self study on the part of the teacher be as effective as a workshop?
4. Do the teachers understand the philosophy upon which the program can grow and develop? If they don't, where can they find out?
5. Is there a continuous and well planned means of communicating the program to the teachers?

6. Are the specialists and aides used as much as they should be by the teachers?
7. Are the teachers attempting not only to meet but to surpass the state minimum requirements?

The Occupational Curriculum Specialists will then provide information, "hands on" experiences, field trips, speakers, and write guides to relate to the on-going curriculum leading children to the following goals.

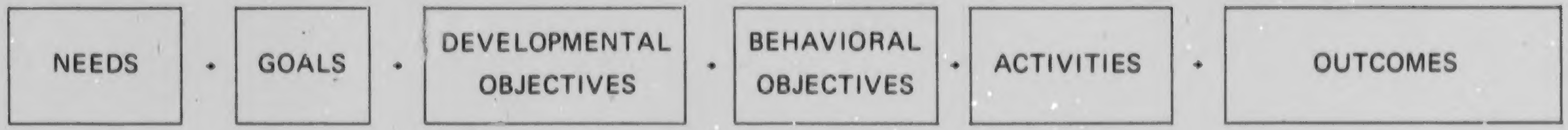
Early Elementary K-1-2

1. Develop wholesome attitudes toward all work.
2. Develop an awareness of the diversity of work ranging from his work as a helper, the work of his parents, relatives and community helpers.
3. Answer his myriad questions about occupations.
4. Explore the various rewards of work, since influence of his home or community may have persuaded him that money is the only reason for working.

Upper Elementary 3-4-5-6

1. There are jobs at all levels; state, national and international, and that all worthy jobs serve humanity.
2. Workers depend on one another.
3. Successful performance on most jobs requires some skills along with personal qualities as intelligence, special aptitudes, interest, personality and values.
4. Making a choice of a career is choosing a way of life.

SYSTEMS MODEL FOR WORLD OF WORK DEVELOPMENT



The basic needs are:

1. The individual as the psychological and societal unit has a need for and the right to as complete self-development as possible, has need to accept his responsibility for that development and its ramifications, and has need of societal acceptance of his efforts.
2. The society has need of producing members and must provide for the fostering of these members.

The goals are:

1. A child will have an adequate knowledge of himself and learn that he is important.
2. A child will have an adequate knowledge of his environment and that he can contribute to home, school and community.
3. A child will have experiential opportunities to synthesize his self and his environment, in order to make career decisions in a context of change.
4. That the knowledge of self, environment, and the inter-action of these elements shall be applied in the area of career development.

K – 10 LEVEL CONCEPTS

PUPIL IN RELATION TO HIS FAMILY

PRIMARY:
Kindergarten:
First:
Second:

The child develops an awareness as performed in his home and the responsibilities of the family within the home, stressing interdependence and time and work schedules as it relates to work. This awareness will develop showing that there are many jobs from which families can earn a living.

↕ ↕

PUPIL IN RELATION TO HIS FAMILY AND THE PEOPLE WHO SERVE HIS IMMEDIATE NEEDS.

INTERMEDIATE:
Third:
Fourth:

The child develops a self concept and learns that all worthwhile work has dignity. What they do in school will influence what they will do occupationally in later life. They will see the community at work as it relates to the production of goods and services which comes to their homes.

↕ ↕

PUPIL IN RELATION TO PEOPLE AS A HUMAN RESOURCE

UPPER ELEMENTARY:
Fifth:
Sixth:

The child learns that all in industry who do a conscientious job contribute to the final product or service of the wider inter-dependent world community. They further identify with the people who are working for a living and see that a career choice is a right that citizens enjoy in the American system.

↕ ↕

THE STUDENT ORIENTATION AND RELATIONS TO OCCUPATIONAL PATTERNS AND VALUES.

JUNIOR HIGH:
Seventh:
Eighth:

The student develops a concept of a work group and sees the role the worker plays in this group. He sees the dynamics of complex organizations and human relationships. He sees himself in relation to industry and to his community.

↕ ↕

THE STUDENT EXPLORES IN RELATION TO HIS INTEREST AND ABILITIES, AIMING TO MATCH THEM WITH HIS FUTURE PLACE IN SOCIETY.

SENIOR HIGH:
Ninth:
Tenth:

The student through his knowledge of his self, his responsibilities, and his environment knows that all work is necessary to keep the world microcosm in balance. He uses the decision making process and aims to project his self in a work group, understanding that his skills in a work-role will serve to cope with the many situations in everyday life.

WARREN CITY WORLD OF WORK FRAMEWORK K-6

CONCEPTS

TOPICS	WORLD OF WORK 100% — I — D — E				
	SELF & ENVIRON.	EDUCA. & TRAINING	ECONOMICS	EMP. & WORK ADJ. SKILLS	DECISION MAKING
1. Comparative Advantage 2. Competition and Cooperation 3. Compromise, Adjustment, & Interaction 4. Conflict 5. Culture and Institution 6. Habitat and Its Significance 7. The Industrialization-Urbanization Syndrome 8. Input and Output 9. Interdependence 10. Modified Market Economy 11. Morality and Choice 12. Power 13. Saving 14. Scarcity 15. Secularization 16. Social Change & Social Control 17. Sovereignty 18. Dignity 19. Empathy 20. Loyalty 21. Freedom & Equality	60% I D E	5% I D	10% I	10% I	15% I D E

The concept areas will have assurance of being fully developed through the use of the vertical topic listings. The Topics will fit better in some subject areas than others.

CODING

K Thru 6
I - Introduce
D - Develop
E - Emphasize

*Note — K-6 in the Warren City's Schools are self contained. All subject areas should flow together. The program will devote 270 hours or more in the fused curriculum as stated in approximate percentages above. Each class shall have at minimum of 1 trip per year and 3 speakers.

GRADE LEVEL AREAS OF STUDY

1. Kindergarten and First Grade – Learn about homes and families. Families live in houses – different kinds, sizes, made of different materials, decorated to suit family. Family members are inter-dependent. Families need time and work schedules. Adults trade work for money to buy family necessities and luxuries.

2. Second Grade – Learn about school in depth. Why attend school? How are the school facilities related to the use? Who are the adults who work at school and what are their specific duties – principal, teacher, secretary, nurse, custodian, carpenters, painters, pupil personnel services? What are the children's duties at school? Why do we need to schedule the classroom duties and to take turns performing them? Everyone works at school and observes time schedules. Face-to-face discussions and conversations with school personnel about their work.

3. Third Grade – Learn about the contributions of the community workers to home and to school. Jobs that help protect the family – police, firemen, doctors, nurses, health services. Community jobs that help provide food for the family – grocer, meat cutter, dairymen, farmer, baker, canning industry, transportation, restaurant workers, food inspectors. Community jobs that help provide clothing – store workers, tailors, cleaners, launderers, factories. Recreation jobs – playground, libraries, parks, Y.W.C.A., Y.M.C.A. The economic concepts of: needs versus wants, quality compared to price, etc.

4. Grades Four and Five – A study of the occupational opportunities in the expanded community.

   Study of communication and transportation occupations: diversified office workers, factory workers, distributive occupations; professions; educational and institutional workers; government occupations.

   Study of basic educational and skill requirements for each occupations. How do the school curriculum offerings match these requirements? How much mathematics is needed? How about language skills? Manual dexterity?

5. Grade Six – A detailed survey of the diversified occupational needs and opportunities in the community. How do the environmental factors influence the types of jobs available? Learn about climate, soil, industry, water, location, population. Field trips to filtration plant local newspaper, telephone company, print shop, and other appropriate places.

   Resource visitors to talk to and with small groups of students to explain about their occupations. Visit comprehensive high school to see course offerings leading to occupational choices. Much practical work experience at school – selling pencils, etc.

SCHOOL OBJECTIVES

Do the schools involved have more exploratory experiences in the community directed toward the World of Work?

Do the schools involved have more visitors coming into the classroom telling about their work and their feelings toward work?

Do the teachers share ideas involving the world of work?

Are multi-media materials introduced and used in the schools related to the world of work?

Here are many concepts which can be developed K – 6:

Concepts to teach[1]

Grade Kindergarten

1. Work satisfies many needs.
2. Work is expected of everyone.
3. Work is admired by society.

Grade One

1. Work satisfies many needs.
2. Work is expected and admired by society.
3. An individual's major activity is his occupation.
4. People earn livings in many different ways.
5. School develops behaviors and skills needed for the world work.

Grade Two

1. The major focus of a person's activities is his occupation.
2. Individuals work for different reasons.
3. Cooperative activity meets individual needs.
4. The ability to live and work alone is essential.
5. Some jobs require specific abilities and skills.
6. Workers produce goods and services.
7. Many workers' activities are related.
8. The division of labor makes man interdependent.

Grade Three

1. People earn livings in many different ways.
2. Individuals work for different reasons.
3. Cooperative activity meets individual needs.
4. The ability to live and work alone is essential.
5. Some jobs require specific abilities and skills.
6. School develops behaviors and skills needed for life and work.
7. People need producers of services and producers of goods.

8. Occupations are classified by main activity (job families).
9. Duties within job families are related.
10. The division of labor makes man interdependent.
11. Everyone has the potential for success in a number of occupations.
12. Individuals differ in their skills, aptitudes, and interests.

Grade Four

1. Geographical location affects career opportunities.
2. Natural resources influence the world of work.
3. Supply and demand affect vocational opportunities.
4. Specialization exists in complex societies.
5. Evolving technology alters life and the world of work.
6. Facts about careers come from many sources and experiences.
7. Attitudes, values, interests and activities affect vocational choice.
8. Biological and familial factors affect career choices.
9. We learn about self from family, peers, and others.

Grade Five

1. Geographical location influences vocational opportunities.
2. Specialization exists in complex societies.
3. Advances in sciences and technology change work.
4. The selected occupation affects the life pattern.
5. Jobs and skills can be related to different school subjects.
6. Education and training can modify occupational choice.
7. Self knowledge - attitudes, values, interests, and activities as well as liabilities - is important to decision-making processes.
8. Every individual must make choices and solve problems.
9. Special abilities may qualify an individual for an unusual job.

Grade Six

1. Supply and demand affect occupational opportunities.
2. A country's economy, location, government, and laws affect career opportunities.
3. Different jobs will exist in the future.
4. Training requirements for skilled jobs have increased.
5. More job opportunities exist for females, the physically handicapped, and minority groups.
6. Information and exploration of jobs are essential to wise career decisions.
7. Occupational education and training is an on-going process.
8. Career choice is not final, it can alter in several ways.
9. Wise job-choice is important to personal satisfaction.
10. Individuals are similar and, yet, dissimiliar.
11. Some people are genuinely more suited to some kinds of jobs than to others.

[1] Concepts developed from statements regarding vocational information taken from Aubrey Haan, Elementary School Curriculum: Theory and Research (Boston: Allyn and Bacon, Inc. 1961), pp. 33-139, 230 - 240; and Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, Inc., 1956), pp. 3 - 80, 104 - 149, 252 - 277.

WORLD OF WORK K–10
WARREN CITY SCHOOLS

K-6 - Motivation
7-8 - Orientation
9-10 - Exploration

PROGRAM STRUCTURE: 1972 - 73

On February 1, 1970, the Warren City Schools embarked on a K-6 Career Motivation Program involving four schools including 1,912 students. It was stated that prior to that time the schools had no direct way to convey the world of work to the elementary school youth. It was also stated that because many parents and students lacked the necessary background and knowledge they were not able to offer the needed guidance to set realistic educational goals.

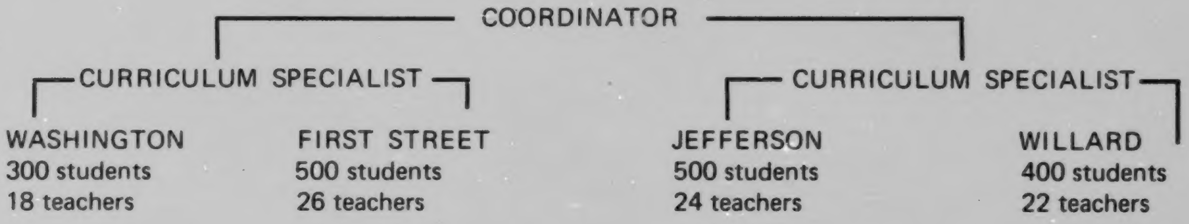
The program had continued funding in 1970 - 71 year with the addition of two elementary schools and one junior high school. This gave a total of 2700 elementary school youth and a new 7-8 program totaling 700 junior high students. The total enrollment in the 1970 - 71 school year was 3400, about 20% of the school population.

In 1971 - 72 an exploration 9 - 10 program was added giving a total of 4700 students or 33% of the school population.

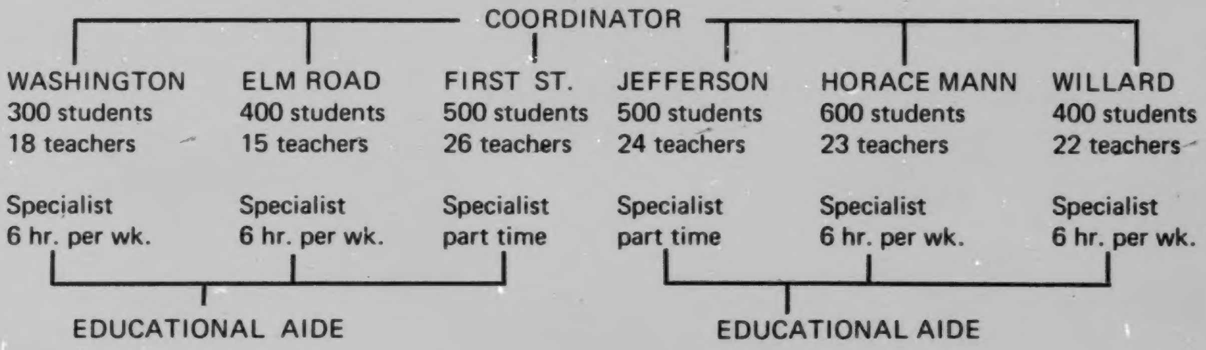
In 1972 - 73 the program was enlarged to eleven elementary, two junior highs and one high school, a population of 8850 or 66% of the total school population.

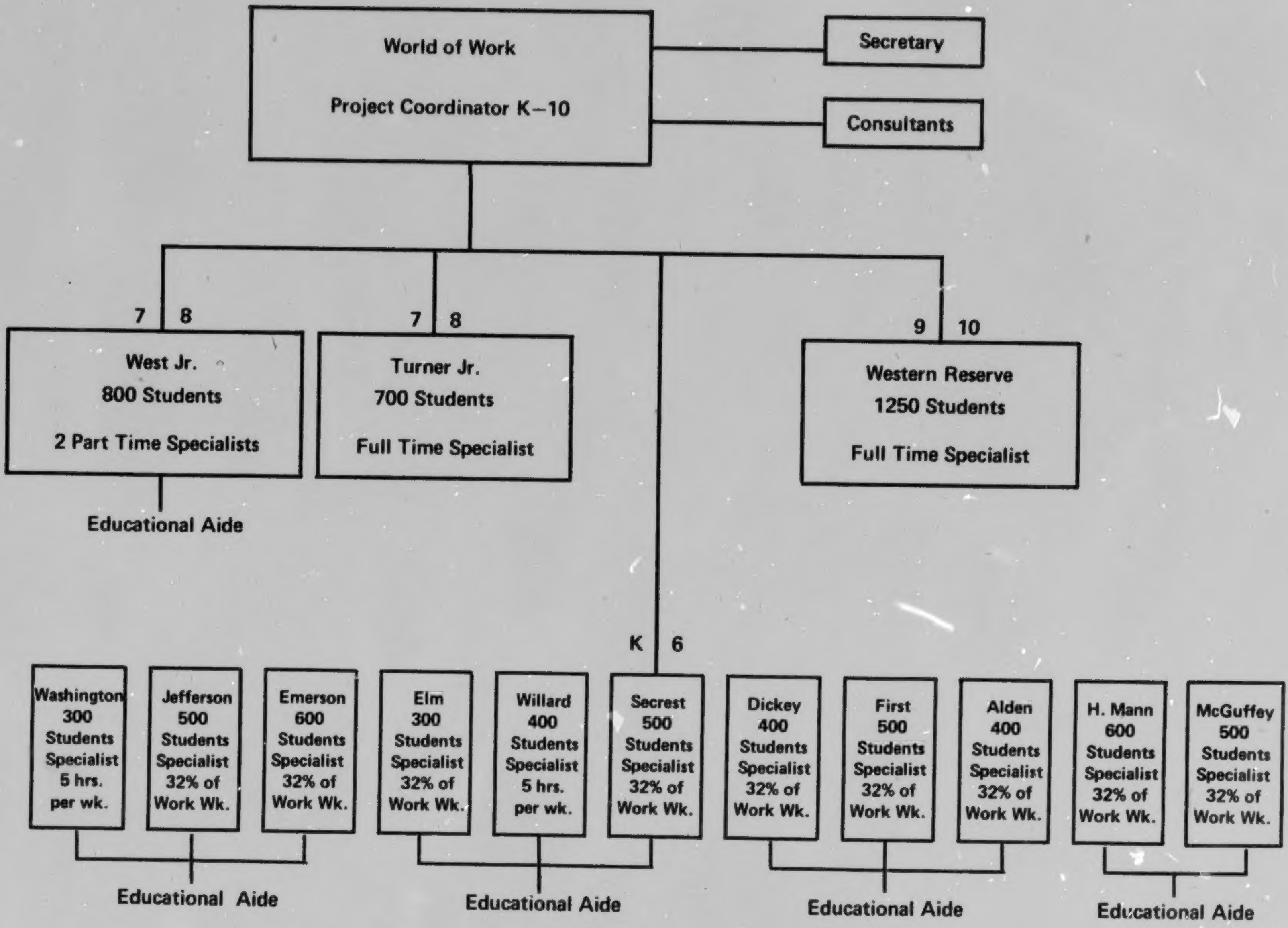
It is anticipated that there will be 100% implementation by the 1974 - 75 school year.

The Original plan 1/70 thru 1/71


COORDINATOR
CURRICULUM SPECIALIST
CURRICULUM SPECIALIST
WASHINGTON
300 students
18 teachers
FIRST STREET
500 students
26 teachers
JEFFERSON
500 students
24 teachers
WILLARD
400 students
22 teachers

Revised Plan 1/71 thru 6/71


COORDINATOR
WASHINGTON
300 students
18 teachers
ELM ROAD
400 students
15 teachers
FIRST ST.
500 students
26 teachers
JEFFERSON
500 students
24 teachers
HORACE MANN
600 students
23 teachers
WILLARD
400 students
22 teachers
Specialist
6 hr. per wk.
Specialist
6 hr. per wk.
Specialist
part time
Specialist
part time
Specialist
6 hr. per wk.
Specialist
6 hr. per wk.
EDUCATIONAL AIDE
EDUCATIONAL AIDE


World of Work
Project Coordinator K–10
Secretary
Consultants
7 8
West Jr.
800 Students
2 Part Time Specialists
Educational Aide
7 8
Turner Jr.
700 Students
Full Time Specialist
9 10
Western Reserve
1250 Students
Full Time Specialist
K 6
Washington
300
Students
Specialist
5 hrs.
per wk.
Jefferson
500
Students
Specialist
32% of
Work Wk.
Emerson
600
Students
Specialist
32% of
Work Wk.
Educational Aide
Elm
300
Students
Specialist
32% of
Work Wk.
Willard
400
Students
Specialist
5 hrs.
per wk.
Secrest
500
Students
Specialist
32% of
Work Wk.
Educational Aide
Dickey
400
Students
Specialist
32% of
Work Wk.
First
500
Students
Specialist
32% of
Work Wk.
Alden
400
Students
Specialist
32% of
Work Wk.
Educational Aide
H. Mann
600
Students
Specialist
32% of
Work Wk.
McGuffey
500
Students
Specialist
32% of
Work Wk.
Educational Aide

Revised Plan 1972 - 73

WARREN CITY SCHOOLS
CAREER EDUCATION
K – 10 WORLD OF WORK CONTINUUM

Duties Sequence for Program Development Applying to Those Persons Responsible for Programs in Schools or Overseers of Total Program

1. Study the field of World of Work.
2. Know philosophy of vocational education.
3. Write a trial proposal.
4. Select and meet with advisory committee to include lay public and other personnel from within the school representing other disciplines and the principal.
5. Arrange with principal for adequate office space.
6. Help set up policy for program.
7. Prepare relationships of school studies to job requirements.
8. Meet with teachers to discuss their curriculum plans and to help integrate world of work concepts into the curriculum.
9. Submit proposal.
10. Keep the authorities informed of his plans and all matters.
11. Prepare and administer student, teacher, and parent survey tests and questionnaires.
12. Enlist aide of all types of workers in all fields to give occupational analysis relating to people, data, or things, producers of services or goods.
13. Prepare forms to facilitate program.

CURRICULUM DEVELOPMENT

14. Keep a log of most happenings with classrooms, teachers, and public. Write anecdotal records of any outstanding or critical occurances.
15. Keep personal file of occupational materials for school use.
16. Keep abreast of the schools assigned and give frequent aid to the staffs in the careers program.
17. Search for curriculum materials related to occupations - revise materials to fit grade levels.
18. Become familiar with students in as much as possible.
19. Assist children in their special questions on occupations.
20. Prepare occupational lists which apply to unit of study.
21. Prepare or secure occupational briefs to fit student understanding and school instruction.

22. Prepare student instruction sheets to show job relationships.
23. Select and prepare units of study intergrated with grade level subject material.
24. Prepare or acquire job descriptions and interpret to fit grade level.
25. Keep a master file of all materials in World of Work office.
26. Collect information about guidance and vocational movement in career education.
27. Secure special instructional aids such as mock products - models - charts - etc.

TRIPS, SPEAKERS, ETC.

28. Arrange for speakers and trips.
29. Arrange for parental consent for field trips.
30. Be present on and give personel touch on trips, speaking engagements, etc.
31. Write letters of thanks, recognition and/or apology to all participants for contributions to the program.
32. Prepare certificates to be presented to all program participants.
33. Prepare school bulletin boards.
34. Provide bulletins, magazines, slides, articles, and etc. for students, parents, and teachers.
35. Prepare school assemblies.

P.R. PROGRAM

36. Conduct teacher and parent conferences.
37. Publish school newspapers to show career education movement.
38. Make occasional surveys for possible field trips.
39. Arrange for radio programs.
40. Arrange for outstanding events to be published in news releases.
41. Speak at PTA meetings to keep parents informed.

EVALUATIONS

42. Talk to children to get pulse of career program.
43. Periodically check with principal, or at teacher meetings, the progress or evaluation of program.
44. Meet with parents or advisory group to discuss and make recommendations for improvement and and for evaluation of program.
45. Evaluate effectiveness of field trips and recommend grade level.
46. Make a periodic report on progress of program.
47. Make a year end progress report of the program in assigned schools - the reports could include pictures, etc.

OTHER DUTIES

48. Know long range occupational market.
49. Serve as member in civic clubs to participate on educational committee.
50. Secure suggestions relative to acceptability of field trips, speakers, and curriculum materials.
51. Frequently look thru catalogs for new materials.
52. Serve as member of curriculum committees.
53. Arrange for display at exhibits.
54. Attend exhibits and meetings that will aid the program.
55. Help in developing in-service programs.
56. Arrange to speak at civic clubs or other meetings.
57. Attend local and other professional meetings.
58. Maintain up-to-date professional library.
59. Enroll in in-service courses related to the world of work.
60. Aid fellow coordinators and specialists with their work.
61. Join state, local, and national vocational and professional organizations.
62. And any other duties as related to the program.

FOCUS ON SELF-DEVELOPMENT
Stage Three: Involvement

FOCUS ON SELF-DEVELOPMENT is an audiovisual program for the elementary grades designed for use in the classroom. The overall objectives of FOCUS are to lead the child toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. Its purpose is to bring out the child's ideas and feelings and to get him to think about them and act on them, not to tell him how to think or what to do.

The concepts in FOCUS are presented and developed through three different stages, each with increasing involvement. Stage One of FOCUS (primarily used for children in kindergarten through second grade) is titled *Awareness* and emphasizes awareness of self, others, and the environment. Stage Two (grades second through fourth), called *Responding,* is designed to stimulate active responses to the concepts presented. The pupil continues to grow in his understanding of self, others, and his environment and discovers what he thinks is important, i.e., what he values. He will see that behavior is often determined by values and that the involvement of other people may be different or similar to his own.

Like the first two stages, Stage Three uses the *Taxonomy of Educational Objectives: Handbook II: Affective Domain* (Krethrohl, et. al., 1964) as a guide to the degree of affective growth that can be expected of children participating in the program.

Stage Three: *Involvement* has the following components: a guidebook, a pupil activity book, six filmstrips with accompanying records or cassettes, four 33 rpm story records, and twenty (two-sided) photoboards. In the guide there is an introductory unit on Involvement followed by two supplementary units on Causes of Behavior and Problem-Solving. There are six units on self, seven units on the social self, and a unit on the environment. The last unit provides a summary of all the units. Attached is a brief description of each of the units. (Other programs of self-concept are included in the program.)

OUR WORKING WORLD
NEIGHBORS AT WORK

ACTIVITIES RELATED TO

"Houses in Neighborhoods"

Monday

Recorded lesson and question in teachers manual for reinforcing the lesson.

Tuesday

Activity No. 1

Children list on board activities that take place at their house such as eating, sleeping, etc. One half of the class can then cut pictures of these activities out of magazines. mount them, and title the display "What We Do at Our House" at the same time, elements of good housing such as a place for playing etc. can be listed on board. The other half of the class will then draw up a floor plan for an ideal house.

Wednesday

Activity No. 3 and 4

Open with reading of the poem "We" and have a discussion of good and bad housing. Discuss why houses can be good even though they aren't brand new. Discuss different types of houses such as home, trailer, apartment, etc. and wealthy neighborhoods, middle class, and low income. The class can cut out pictures of different types of housing and display them.

Read and discuss activity No. 6 which summarizes several points about good and bad neighborhoods and housing.

Thursday

Have children bring a newspaper want ad section to school. Go over the houses for sale, noting price and location. Discuss possible reasons for prices. Next, hand out leaflets obtained from a realtor's office which will be studied and discussed. Lead into a discussion of a realtor's job and duties.

Friday

If possible have a speaker from a real estate firm tell the class about his job, his training, and about pricing, and selling houses, etc.

Monday

Hand out five questionaires to each child and explain each question. Urge them to try to interview relatives or friends from all sides of town.

Take the class on a walking field trip around the neighborhood to observe types of housing. Perhaps some construction workers in the neighborhood will talk with the class.

Tuesday

Activity No. 11

Role Playing - Teacher presents given situations and various children act them out. Class can discuss good and bad points of role play, then do them again with suggested alterations (TM pg. 114).

Wednesday

Activity No. 14

Go over the questionaires which have been returned already and record findings on board so children can see an trends that seem to be developing. Discuss in detail, the financing of homes and why it is important to have a lot of money when building or buying a home. Discuss where to obtain loans, payments, and lengths of mortgages. Discuss especially, bank loans and the job of a loan officer. Present a community helpers filmstrip on bank and bring in the particular duties and responsibilities of bank workers.

Thursday
Activity No. 14

Try to arrange a field trip to a bank or to have a speaker from the bank.

Friday
Activity No. 17

Reviewing the pictures from previous lessons, small town, big city, suburbs, and farms, ask questions pertaining to them.

Review all the questionaires (which are hopefully all returned) and again record results on board.

Monday
Activity No. 19

Read story in pupil's text "A New Garage For an Old House." Ask questions. Discuss items which last a long time and those which are quickly consumed. Make a graph (as suggested) on board to illustrate this concept.

Tuesday
Activity No. 20

Pass out leaflets obtained from a mobile home dealer and discuss life in a trailer park. Have a parent or relative of one of the children who lives in a trailer park speak to the class.

Wednesday
Activity No. 21

Teacher draws hypothetical problems on board and students analyze and arrive at solutions.

Thursday
Activity No. 27

Read story in teachers manual "The Treasure Hunt" and ask questions suggested in activity.

Read story in teacher's manual "The Baron and the Architect" and ask questions presented. For supplementary material, read from an extra source to the children about Frank Lloyd Wright.

Friday
Activity No. 35

Read "Let's Take a Trip" on page 72 of text. The children may study the various types of housing in the picture while the teacher reads "Men, Ideas and Homes" in teacher's manual.

Monday

For supplementary material, the teacher may assign names from the autobiographical section "Men, Idea and Homes" to groups of children to look up in the library and give a panel discussion type of presentation on each.

Tuesday
Activity No. 38

Read story "Old Farmhouse" in teacher's manual and ask questions.

As a review, class can read "What Did We Learn?" On pg. 77 of text, activity No. 40 complete pages in activity book which are suggested.

Identity auction

For all its fun and excitement, this game has a serious purpose—to demonstrate that we are largely what we choose to be

By BARBARA ELLIS LONG

NOTE: This lesson in the behavioral sciences—"The Identity Auction"—is designed to show students that they actually choose between alternatives in their life styles. Hopefully, they will finish the session knowing that if an individual chooses to feel or act in a certain way, he will have to be willing to pay the price for his choice; also, that all of us tend to budget our time and energy throughout our lifetime without noticing that we are doing it.

It would be useful, but not necessary, to precede this activity by the first lesson on personality (see "Unit 1: Who Am I?", *GT, Sept. '71*, p. 119).

"The Identity Auction" can be used with students from the fourth grade up—it's great with adults, too! The meaning that the players make of what they observe in the game depends on their age and sophistication. But everyone has fun and learns a little more about himself.

Just as with the other behavioral sciences games, most of the learning goes on after the game is over, when the youngsters talk about what they felt and observed during the auction and try to make meaning of it. There are no right answers—rather, only ideas that may or may not pop up as a result of their joint investigations.

Try "The Identity Auction" in your classroom. But be warned: Things may get noisy during the auction phase . . . and the auction will keep you hopping. It's worth putting up with the extra noise and extra physical effort, though.

Time required: One or two hours (more, if possible). Allow at least 30 minutes for discussion after the auction. This is the most important part of the lesson.

Materials: Pencils, paper and copies of the "Identify Auction List" (see facing page).

DIRECTIONS

1. You'll need an auctioneer. If there is an auctioneer-type on the school faculty, sign him or her up. If you're lucky, you may get a positive response when calling for a volunteer in the teacher's room. Principals are often wonderful auctioneers. Sometimes one of your students will fill the bill. He or she needs a quick patter and style. If a student volunteers, chances are he'll be good at the job. If you can't find anyone else, then you are "it."

2. The auctioneer should follow these rules: Talk fast; allow little time for students to cogitate over decisions; be firm and cold-blooded. The students will soon catch on to the panicky rhythm and stampede towards the bidding. The classroom usually gets very noisy, so be sure you are in a setting where the auction won't disturb others in the building.

3. If you are the auctioneer, enlist the aid of a volunteer helper. You will find that observing and possibly keeping a record of who bought what for how much is a full-time job; and if you're the auctioneer you can't do both jobs. The record-keeping isn't necessary, just interesting. Enforcing the subtraction in their "checkbooks" or accounts (see Rule 5, page 58) *is* necessary, however.

4. The long list of items to be auctioned off is shown at right. Duplicate enough copies so that each child (and you) gets one. The list contains more items than you'll need. That's okay, because you'll probably find no interest in some of them. If that happens, forget them. Nothing is sacred. Take nominations from the floor for the items to be auctioned off. Don't forget the "open" items at the end of the list (Items 88 on). Feel free to add some of your own. The children might like to add some or make up their own list entirely. (This latter option, however, usually doesn't work out until the second time around.)

5. Have the children sit in a circle if possible. If not, improvise the most conducive seating arrangement possible.

THE RULES

Before starting the auction, read these rules:

1. *This is going to be an auction. I'm going to give each of you a list of things you can buy, and I will auction them off. You can bid against each other for whatever item or items you want. You will each have $2,000* [or whatever amount you select] *to spend.* (Allow a few moments for squeals and uproar.)

2. *The person on your right is your*

continued on page 58

parent, and the person on your left is your child. If you want to bid on something, you must have your parent's permission (that is, the person on your right) before you can bid. If your parent says you can't have it, you can still bid on it, but if you get it, you must pay double whatever your winning bid was.

3. *If you bid and don't have enough money in your account to pay for it, the item goes to the next highest bidder.*

4. *If you bid and forget to ask for your parent's permission, then you still have to receive permission or pay double. You cannot back out if you have made the highest bid, so be sure you want what you bid on.*

5. *You must keep your own accounts on your paper, which is your bankbook or checkbook. Be sure to subtract the amount you spend on each item or you might go broke sooner than you want to.*

6. *No borrowing allowed.*

THE AUCTION

Distribute the lists and tell the students: *Start reading the list now and decide what you want to bid on. Remember the highest bid gets the item. And remember that you must ask your parent's permission.*

Allow time for them to read the list. Then ask: *Does anyone have an item he wants auctioned?* You'll probably get several nominations. List the numbers of the items on the chalkboard or keep track of them in some other manner. Now proceed with the auction.

DISCUSSION QUESTIONS

"The Identity Auction" usually proves to be uproarious. The reason for the game is often completely lost until a certain amount of quiet returns to the classroom. Try to arrange the auction during the day so that there is at least a half-hour left for discussion. An additional class period helps. It allows children to settle down . . . and it's easier on the teacher. This additional period should follow soon after the auction—the same day, if possible, or the next.

1. *Why do you suppose we did this?* (You can never tell, you might get some answers.) If no one responds, continue with the questions. Avoid giving them an answer. Be tough with yourself. Remember: You want the answers to come from *them.*

2. *Would you like to read off what you bought?* (This is optional and takes much time.) A resounding *yes* is the usual answer. Let them read, in turn, and giggle; or you can read off the lists and let the youngsters guess who purchased what.

3. *Does what you bought make sense? Would you really like that, Janie [or Susie, or Tommy]?* Ask a healthy, outgoing, devil-may-care child. He'll feel safe in discussing it. Usually, at least one child—most often a girl—did buy something not wanted. (Why? Don't know. Cultural role?) *Did you act differently because it was an auction?* Of course they did. *How? What's different about an auction?* You can bring in the auction syndrome, where one buys what one really doesn't want. Hark back to social facilitation and group pressure. Everything is easier in a group and we often are pulled along by the "everybody's-doing-it" reasoning. (A later unit in this series will cover group process.)

4. *What does this have to do with real life?* If you are lucky, someone will point out that there are many alternatives of choice in life, and as we go along, we almost deliberately choose our personality characteristics, our opinions, our occupations, etc., to suit an inner picture of the way we are or think we are or hope to be. If nobody says this, never mind. Go on:

5. *What determines how you choose these things?* If they—and you—are not exhausted by now, they may talk about how their values are set by society and particularly their family, in addition to their own experience as they go along. If not, let it ride for the time being. *Did you notice the way it is in real life? When you are grown up, I suppose you could go out and do anything, but why would you have to pay double? Would it always be money? What would it be if not money?* Bucking parents or authority can be done, but it is costly in all kinds of ways—effort, grief, etc. Sometimes the price is too high for some of the things you'd like to do or have. *How can the price be too high if you're not using money?* We say, "It's not worth it [worth the trouble, worth the effort]" or "It's worth your life" or "I gave it everything I had," etc. And, we don't *choose* to "pay the price"—whatever it is.

6. *You didn't bid on everything, did you? Why not?* Of course they didn't. Not everybody is alike.

7. *Did you notice you couldn't get everything you wanted? Some items were too expensive; you had spent all your money; too many people wanted it, etc.* We actually ration ourselves as to desires, opinions and so on. Usually the first few items in the auction go cheaply; then the prices rise and there is intense competition. Help them say that we invest ourselves in that which suits us and we value one idea or object more than another, depending on our personality or set.

8. *Do you choose your personality? Do you "buy" parts of yourself? How? Does anyone else do the choosing?* People take on different training or educational experiences, and not always education that comes from school, either. They also pay in time. Sometimes the culture determines how they are set (the East Indian caste system, for example. Or our own caste system: Junior goes to Harvard because Dad went there, or he joins the union along with Dad; boys don't cry; girls must not be aggressive, etc.). Do they "buy" some of their behavior by giving up other possibilities?

9. *Is there a set of rules? Who makes the rules?* Now look what you've started: In a way, this is a repeat of Question 5, but they've been around the full circle in their discussion, and should come out with some sophisticated comments by now.

FOLLOWUP

1. Have the class, or a committee from the class, develop a list of things they would like to have in an auction. This can be particularly successful after they have tried the original game once to get acquainted with how it works.

2. As the children become experienced with the game, watch for something very unusual to happen: They will use their bidding in a remarkable way. They begin to bid as if they are arguing about the various

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Read aloud? Yes____ No____

Name: ______________________________

Identity Auction List

1. I wish I could join the Peace Corps. (Price paid:______)
2. I've got to get away from home. (Price paid:______)
3. I like puppies. (Price paid:______)
4. I wish I could have a motorcycle. (Price paid:______)
5. I just want to go to college. It's the only way to make it. (Price paid:______)
6. I want to stay near home among the people I belong with. (Price paid:______)
7. I am a quiet person. (Price paid:______)
8. My father is the greatest man in the world. (Price paid:______)
9. I need to be with people all the time. I like them. (Price paid:______)
10. I like crazy clothes. (Price paid:______)
11. I wish I could quit school and get a job. (Price paid:______)
12. Nobody appreciates me. (Price paid:______)
13. My mother loves me. (Price paid:______)
14. Leave me alone! (Price paid:______)
15. The almighty buck is all that really counts. I guess I'll get some. (Price paid:______)
16. I just want to get married and live a normal life. (Price paid:______)
17. I love working with children. (Price paid:______)
18. Reading is dumb. (Price paid:______)
19. School is dumb. (Price paid:______)
20. I like touching the people I love. (Price paid:______)
21. I think I'll be a teacher. (Price paid:______)
22. I want a big family. (Price paid:______)
23. I want to travel all over the world. (Price paid:______)
24. Why do I have to rebel? My life is okay. (Price paid:______)
25. I like squishing my toes in the mud. (Price paid:______)
26. I just want to be a mother. (Price paid:______)
27. Why do I have to get my hair cut? I like it this way. (Price paid:______)
28. Why can't girls be carpenters? (Price paid:______)
29. I don't want to get married. (Price paid:______)
30. I am an original thinker. (Price paid:______)
31. My parents don't understand me. (Price paid:______)
32. I want to live my life among my own people in the place I know best. (Price paid:______)
33. I want to get far away from home. (Price paid:______)
34. Why are people always bossing me? (Price paid:______)
35. I want to live my life the way my parents did—they're okay. (Price paid:______)
36. I'm old enough to be out on my own right now. Why won't they let me? (Price paid:______)
37. There is nothing quite as nice as having someone take care of you. (Price paid:______)
38. I want to be a movie star. (Price paid:______)
39. I hate arithmetic. (Price paid:______)
40. My sister is a jerk. (Price paid:______)
41. I love babies. (Price paid:______)
42. Why do we have to do this? (Price paid:______)
43. I am very intelligent. (Price paid:______)
44. My brother is really a monster. (Price paid:______)
45. I want to be an Air Force pilot. (Price paid:______)
46. I love everybody. (Price paid:______)
47. Black is beautiful. (Price paid:______)
48. I want somebody to scratch my back. (Price paid:______)
49. I'd walk a mile for a Hershey bar. (Price paid:______)
50. Teachers are stupid. (Price paid:______)
51. Why did I have to be a girl? (Price paid:______)
52. Why do I have to like baseball? (Price paid:______)
53. Girls have the nicest life. (Price paid:______)
54. Boys are luckier. (Price paid:______)
55. I think I'd like to trade in my family. (Price paid:______)
56. I'm lonesome. (Price paid:______)
57. Home is where you feel good. (Price paid:______)
58. Schools have a nice smell. (Price paid:______)
59. I hate getting up in the morning. (Price paid:______)
60. Morning is the best time of day. (Price paid:______)
61. ______________________________ (Price paid:______)
62. ______________________________ (Price paid:______)
63. ______________________________ (Price paid:______)
64. ______________________________ (Price paid:______)
65. ______________________________ (Price paid:______)

Duplicate and distribute copies of this page, when it's time for the Identity Auction

Identity Auction

continued from page 58

statements on the list, about which ones are more valid or important. (Examples: One child challenged another to "put your money where your mouth is!" Another child commented that the ultimate value rested on who had some money left and was willing to bid it. This led to a heated discussion of values versus economics that led in turn to a great number of new ideas.)

3. I have additional auction lists suitable for PTA groups. Parents think this is a marvelous "parlor game," and it helps to acquaint them with their children's behavioral science curriculum. (To obtain these lists, see address at the end of this article.)

FINAL COMMENTS

This is actually a game with a rather vague outcome. The ideal result of the "Identity Auction" is the realization that we become much of what we are by a series of choices in terms of what we think of ourselves, what we hope others will think of us and all the permutations of these ideas.

If the children do not come up with this package of concepts, they will at least have absorbed some of the general reasoning involved, and it may simmer along unconsciously for years before they are consciously aware of what was attempted.

Try very hard not to preach. Let the children figure it out; and if they don't, leave the questions hanging for a later date.

Identity seems to be the big thing that young people like to think about . . . and talk about and *talk* about. Much of their energy is really devoted not only to discovering their own "selves," but also deciding how they would like to shape and direct these "selves."

The latitude of choice for these decisions is very wide in the ideal society, and is progressively narrower for more rigid societies, as well as for more circumscribed personal conditions. The deprived child has less chance to choose than the child who is given everything this world has to offer, even in an open society. However, choosing between alternatives requires that some things must *not* be chosen. Also implicit is the idea that chosen alternatives must be bought by time and energy, as well as by a concentration of interest.

If your students learn this, they will be well ahead on their way to growing up.

Mrs. Long is a psychologist and editor of the quarterly magazine People Watching: Curriculum and Techniques for Teaching the Behavioral Sciences, *published by Behavioral Publications, New York City. Queries, comments and suggestions about this program may be addressed to her c/o* GRADE TEACHER, *22 W. Putnam Ave., Greenwich, Conn. 06830.*

MAN AS A
BUILDER EXPERIENCE
FOR
ELEMENTARY SCHOOL CHILDREN

The World of Work K–6 Career Motivation program will try to transmit to children the democratic society's heritage that man is a builder and that all who do a conscientious job contribute to the net result of their environment.

Emphasis shall be placed on planning individual and group activities which can be integrated with other areas of the elementary school curriculum, involving a variety of materials suitable for K–6 children. Lectures and laboratory experiences will be designed, in cooperation with the Department of Industrial Arts, Kent State University, and Industrial Arts classes from the Warren City Schools motivating and challenging children in construction learning situations. The students shall be provided opportunities to become familiar with the industrial society of which we are a part through industrial related, hands-on projects.

The "Man as a Builder" segment will include those manipulative activities selected, from the content of the elementary curriculum areas of social studies, language arts, science and mathematics. The activities will provide the children with objective, first hand experiences, understandings, and explorations while working with a variety of tools and materials. The segment shall be developed to encourage an appreciation of the role of technology in our society.

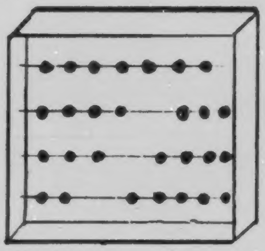
In each case, where the child will become involved in a "Man as a Builder" segment, he will be instructed before-hand by an instructor in the field of industrial arts or a curriculum specialist. He will meet with the class to point out that each person, as a builder, has his strengths and weaknesses and they shall learn what they are through technological activity. The child will prepare himself to take an integral part of environmental situation. He will study the problems of the project. He will evaluate and share the benefits of his research with his fellow students. Hopefully the child will develop confidence in his own knowledge, attitude and ability as a child builder.

WARREN CITY SCHOOLS
MAN AS A BUILDER EXPERIENCES

FIELDTRIP TO KENT STATE UNIVERSITY INDUSTRIAL ARTS LABORATORY

The classes of the Warren Elementary Schools plan to participate in an Industrial Arts Project at Kent State University. Each child will be constructing an abacus (as an initial experimental project) to be utilized as a learning device in their Arithmetic class. The children will be supervised by college elementary education majors, enrolled in Industrial Arts 351. The mathematics content of this level includes the study of place value, the concept of greater than, less than and equal to, the multiplication facts, and the addition and subtraction facts. The abacuses can thus be used to reinforce learning in these areas.

The social studies content of this project will involve the development of an organized method to mass produce a project. The children will structure job stations to enable each child to contribute as a worker. They shall determine the materials needed for the project and the sequence of operation. They will evaluate the cost of the manufacturing to determine whether the project can be marketable. A follow up activity will be to consider improved methods of production and evaluation of ones own strengths and weaknesses for better job choice. Upon completion of the projects, the abacuses shall be taken home by the child. Any excess manufactured abacuses shall be distributed to classes for classroom use.



ABACUS

Needed:
2 - 1" x 2" x 10"
2 - 1" x 2" x 7½"
4 - 1/8" d. 9" metal rod
24 - 3/4" d. beads
(6 each of 4 colors)

Procedure:

1. After cutting 1" x 2"s, tape them together by size.
2. Sand ends even.
3. Drill 4 holes in 7½" pieces (leave tape on) 1½" apart. Drill through top piece and halfway through second piece. Use drill.
4. Remove tape, assemble with nails and glue.
5. Paint with latex flat paint.
6. After cutting metal rod, smooth rod using steel wool.
7. Drive rods through holes, adding beads.
8. Use nail or rod set to set rods in other side.

Elementary Students in Warren, Ohio Get A Glimpse of the Working World

REF: OHIO SCHOOLS/10-22-71

MATH
HISTORY
ENGLISH
LATIN

K-6 Career Motivation

Part of

K-10 World of Work Continuum

in

Career Education Development

Elementary Students Get A Glimpse of the Working World

BY BEVERLY GIFFORD
Ohio Schools Staff Writer

Ohio's World of Work program gives youngsters in nine school districts a look at job preparation at a very early age

VOCATIONAL education is getting a new image as kindergarteners work with hand tools and third graders set up assembly line production plants and learn about quality control.

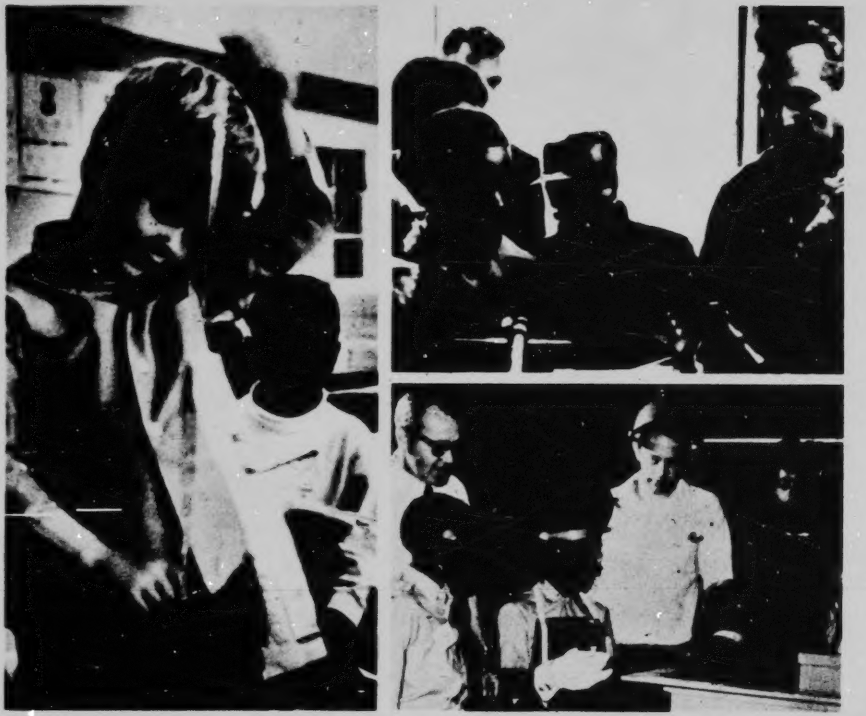
In Ohio, 10,000 students in nine school districts are getting job preparation at a very early age.

Financed with a yearly grant from the federal government in excess of $200,000, Ohio's World of Work program for kindergarten through grade six got underway in 1970. This year, pilot programs are operating in both urban and rural areas—in Cleveland, Akron, Warren, Toledo, Dayton, Cincinnati, Mansfield, Minford Local (Scioto Co.) and Mad River-Green Local (Clark Co.).

Mabell Black, a state supervisor of vocational home economics who oversees these programs for the State Department of Education, explains that World of Work activities are incorporated into the regular elementary curriculum with an eye toward motivating students to want to be a part of the work world. The program also develops an awareness of the many career opportunities.

"We don't go into detail," she said. "It's a work appreciation kind of thing—to show the children what is being done for them as a result of all the different occupations and to try to get them excited about wanting to fit in somewhere."

The K-6 program is the first phase of a three-part K-10 career development plan which later moves 7th and 8th graders into orientation about specific occupations—the aptitudes and abilities required—followed by career exploration programs for 9th and 10th graders. In this final phase, Mrs. Black explained, students zero in on broad occupational areas such as law, which could include exposure to a judge, an attorney, a legislator and a policeman, for example.



Youngster at left puts a tape measure to work while students above get first hand explanation from printing press operator, top, and welder.

Beyond that, students in their last two years of high school may pursue either college preparatory or more advanced occupational programs.

Recognized as a leader in elementary career development is Warren City Schools' K-6 World of Work program under the direction of Michael Zockle.

Warren was one of the first districts to receive funding and began its K-6 operation early in 1970. The district is now receiving its third round of grants—$44,500 this year—to help 2,900 children in six elementary schools learn about the world of work.

"What we try to do with the very young children," said Zockle, "is to develop a concept that work is important, that all work is meaningful and that there are many rewards from work other than just money."

Kindergarteners are introduced to the world of work by talking

Warren third grader stamps 'trademark' on an abacus turned out by his classmates in work experience program.

about the home and family. Mothers come to school and the class talks about all the tasks performed by a homemaker—baby sitter, buyer, cleaner, nurse, cook. As many as 60 different jobs have been listed in these discussions.

"These children are too young to understand occupations yet," Zockle noted, "but the family study introduces them to the idea that a family, like an office or factory, is made up of members who have duties necessary to make the unit run satisfactorily."

Later in the year, the children are taken behind the scenes in the school buildings where they can see teachers, administrators, custodians, people in the cafeteria—all the various types of workers who combine to make the system run.

To illustrate how the program progresses, Zockle outlined the step-by-step activities in a cooperative project with nearby Kent State University aimed at teaching the techniques of mass production to third graders. The youngsters, who had been using an abacus in their math classes, decided to produce their own.

Prof. Franklyn C. Ingram of KSU's School of Technology visited an elementary school to lead students in a discussion of what materials and tools would be needed to manufacture the abacuses. Cost factors were studied and a list was developed of the workers that would be needed from the initial stages to the finished product.

"The kids divided themselves up into sawers, beaders, wirers, filers, people to train the workers, people to supervise and inspect—all the various divisions of labor," Zockle explained. "It's time we get over the idea that one person is more important than another because of the job he works at. We wanted to show that in a complex society, every man and woman is important and that we are all interdependent."

When it was time to begin actual production, the class traveled to a KSU laboratory where they were aided by 12 industrial arts student teachers. The mini-workers carried lunch pails and the end of their shift was signaled by a quitting bell. Their assembly line turned out 50 abacuses in 2½ hours, four of which were rejected by a very young "inspector." The class had chosen a trademark, Beaver, which was hammerstamped onto each abacus by the inspector, thus providing a lesson in quality control. The results of their efforts were brought back to Warren for use in other math classes.

"It's part of our program to try to transmit to children that man is a builder and that all who do a conscientious job contribute to the net result of their environment," Zockle said. "We later tried the same project on some first graders and to our surprise, they came up with the same observations and got just as much out of it as the third graders."

Other activities for elementary children have included parents and other adults from the community coming into the classroom to talk about what they do in their work, providing youngsters with job opportunities within the classroom, numerous field trips and exposure to high school students in occupational programs.

A group of fifth and sixth graders toured a large building prod-

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World of Work

Continued from page 13

ucts plant where they studied 12 specific jobs.

In another unit, children talked and worked with high school students enrolled in vocational classes and Occupational Work Experience programs.

"They learned from an OWE student that he wanted to drop out of school until he found that he could earn and learn at the same time," Zockle said. "They learned that high school can be fun for the student who is not going on to college, and it gave them a glimpse into their own educational future."

Last year, Zockle's staff made a survey of all parents of children in the program in order to develop a list of community resource people, not limited to occupations but also including hobbies and travel experiences. As a result, 178 adults came into the schools during the year to share their experiences with the youngsters.

"I've been in education for many years and I find that the parent reaction to this program is the most overwhelming I've ever experienced," Zockle noted. "Parents who have never taken part in school functions prior to this are beginning to participate. Not only does the parent get the feeling he is contributing to education, but many have told me they are also finding new worth in their own work."

The Warren program has been singled out as a model for several elementary World of Work endeavors. Last spring, Zockle and State Department of Education officials were invited to Port Huron, Michigan to help in the development of a similar program.

Plans for expanding World of Work curriculum into more elementary buildings in more school districts will have to wait, says Mabell Black of the State Department. Additional programs had been planned for this fall but were victims of the current legislative inaction on the school appropriation, she said. □

ELEMENTARY WORK ORIENTED
AND
MOTIVATIONAL OPPORTUNITIES

A PLAN

Submitted by

MICHAEL A. ZOCKLE

COORDINATOR K–10 WORLD OF WORK CONTINUUM

RESPONSIBLE LIVING AND LEARNING TOGETHER

This plan is developed to provide occupational experiences to serve the needs of the child's vocational development. Our job as educators is serving these needs by allowing children to work in a natural living situation in the form of learning experiences available through directed work opportunities in their school environment. The child will see, feel, hear, and contemplate the necessities involved in becoming a good worker and will be supplied by appointing a occupational curriculum specialist to select and guide children so that they will learn by doing rather than in a "sit and study" atmosphere.

The elementary career specialist will be the key to the development of work leadership in occupational motivation, setting the stage to the job, and creating a feeling of interrelationships and interdependence of job situations, rather than the status of the job station.

The program's design will set forth sequential development from lower levels to high levels of achievement. An air of versatility and confidence in each individual shall also be developed.

Objectives

This plan will:

1. meet the obligation of educational systems to teach all children to cope with the many complexities in the world of work.
2. teach the value of work and instill positive attitudes toward worth of all types of jobs.
3. substitute acquiring responsibility for obedience to rules.
4. encourage inner motivation and competition with one's self.
5. make educational experiences more meaningful, especially for potential drop-outs.
6. teach responsibility: first, to get the job done, and also to be responsible for decision-making as to how to get the job done.
7. provide vocational experiences and information where-by the student will be able to explore self-attributes and dimensions which will later prove useful in preparing for, entering, and adjusting to an occupation.

The student will:

8. have the educational experience of exercising realistic responsibility and resourcefulness; do his part to maintain a successful school community.
9. become sensitive to the world of work in a natural living situation.
10. discover self; acquire self respect and confidence that he has power that he can use to serve others as well as in his own behalf; discover personal worth, both to common purposes and to group purposes.
11. Build up self-confidence and acceptance of self.

Areas for Development

1. Classroom supplies (distribution and control)
    - A. Consumable
    - B. Nonconsumable
    - C. Supplies for special classes: art, physical education, music (plan with the special teacher)

2. Lunchroom Management
    - A. Lunch count for hot lunches
    - B. Cashier
    - C. Serving
    - D. Seating: consider in classrooms, group according to interests
    - E. Supervision
    - F. Clean-up
    - G. Distribution of milk for packed lunch

3. Room Management
    - A. Individual classrooms: decor, furniture arrangement, refinishing
    - B. Office: phone messages, filing, distribution of messages
    - C. Lounges
    - D. Restrooms: supplies

4. Custodial Helpers
    - A. Clean-up of rooms as listed under Room Management
    - B. Lunchroom clean-up
    - C. Gym clean-up
    - D. Leaning Center (Auditorium) clean-up
    - E. Halls clean-up
    - F. Light moving

    note: the above items do not include major clean-up and custodial responsibilities

5. Library Helpers
    - A. Check in
    - B. Check out
    - C. Return to shelf (Dewey Decimal)
    - D. Dusting
    - E. Repairing
    - F. Pocketing and carding

6. Safety Patrol

7. Playground Supervision

8. Audio-Visual Supplies

9. Out Doors

   A. Lawn
   B. Shrubs
   C. Walkways
   D. Playground maintenance
   E. Parking lot

10. Personal Management

   A. Clothing: coats, boots, gym clothes, tennis shoes
   B. Usual school supplies: books, paper, pencils
   C. Individual project supplies

In order for this plan to succeed, some realizations must be considered:

1. We must have faith in the adolescent; he is capable of self-direction, and he can be responsible for himself.

2. The student must first reach a maturation level or stage of readiness so he has and can develop interest in a particular area.

3. The attention span of a student is really much longer than expected – if the motivation is present.

4. Human values must be high in importance, but pupil's academic development must not be neglected.

5. Work is done by responsible people, not just by bright people.

6. It is important to learn responsibility; it has to be learned, but, it is very difficult to learn.

7. A regular system of regular work assignments should be followed.

8. Democratic procedures should be followed.

9. A realistic education can be obtained by visiting other places where the job or idea is being carried out; learn from local resources. It is not necessary for the whole class to go; one pupil can go and share results and ideas.

10. Frequent staff meetings should be held. (occupational curriculum specialist, student administrator, foremen, control workers)

11. There should be frequent re-examination of what is being done and how it is being done.

Possible positive results of this plan are the proper use of leisure time and the establishment of sound interpersonal relations, as well as the arousal of interest in all/new subjects.

ELEMENTARY WORK ORIENTED AND MOTIVATIONAL OPPORTUNITIES

Plan No. 6: Safety Patrol – The Green Berets

Level: Elementary, Intermediate

Directed work opportunities in the school environment permit a child to work in a natural living situation. Accepting the responsibility of becoming a safety patrol provides an occupational experience which serves the child's personal and vocational development while performing a useful and necessary community service.

Throughout the primary levels of instruction, children learn basic safety rules. These rules become a part of each child's personal responsibility; developing positive attitudes toward all people who assist him in becoming a safe responsible citizen is also part of an individual's responsibility. A child in the intermediate elementary grades has reached a maturation level whereby he can accept both of these responsibilities – being responsible for his personal safety and respecting those who guard his personal safety – as well as directly accepting the responsibility for the safety of other children.

Organization

1. Adult Supervisors:

Career Specialist
Teacher Advisor
School Crossing Guard – Educational Aide

The school crossing guard and the teacher advisor work together, with the assistance of the curriculum specialist, to develop the yearly program which includes a wide variety of activities related directly to the interests and responsibilities of the Student Safety Patrol. The adult supervisors conduct a continuing evaluation program which includes self and program evaluation by the student patrol as well as by each of the adult supervisors.

The teacher advisor assists in the "within the school" activities of the patrol, assists in solving problems, develops a yearly program, conducts and evaluation of the program, and sets up the work assignments.

The school crossing guard, as a trained educational aide, will work directly with the student patrol. He will be responsible for weekly meetings with the patrol and will be the person to whom each patrol reports any problems. His being on duty the same time as the patrol provides excellent opportunities for on the job improvement, training, and commendation. Also, he is available when there is an immediate need for adult help.

2. Related Activities and Interests to be developed

   a. Physical cultures – assist in physical education classes; encourage use of the Y facilities.

   b. Law – a trip to one of the places mentioned would not only involve finding out the duties and responsibilities of those who work there; rather, the first would center around the patrol's part in this area.

      1) lawyer, judge, court – the patrol can become active in setting up a school court along with the student council; children rather than adults, make and enforce rules. (refer to Youngstown Vindicator; "Parade")
      2) highway patrol; patrol can assist other children in learning road signs; being alert to possible dangers; learning the proper telephone numbers to dial and what to say when there is an emergency; (accident, fire, storm, etc.,) be aware of helping - hand homes and help other children be aware of their location and when/why they are available.

   c. A.V. Materials – show movies, filmstrips, lead discussion groups in all grades about the importance and necessity of following safety rules.

   d. Personal appearance – a resource person who manufactures clothing may come to speak about the various types of clothing necessary; for the weather; water repellent - plastics, nylon for warmth, fitting for coolness, light colors.

      Scientific aspects related to reasons why various materials make a body more comfortable could be explored. (reflection of heat; what is water-repellency?") The patrol, in turn, could encourage those who pass by each corner to wear boots, raincoats, warm clothing, hats if necessary.

   e. 1) Photographs of patrol "on the job" illustrate proper/improper safety habits.
      2) Those patrol, interested in photography could develop and mount slides; develop photographs.

   f. Drugs
      1) Learn to identify types; what medicine should not be taken together; learn the characteristics on behavior of someone on drugs and watch for signs; visit rehabilitation center and report back to other students.

   g. Smoking – learn effects of smoking.

   h. First aid – red cross safety – learn artificial respiration; what to do if a child is bitten by a dog, bee, wasp; shock procedures; insulin shock or seizures; burns; fainting, how to report fires, accidents, storms.

   i. Human relations – verbal/non verbal communication skills - activities in which one has to communicate without talking; can use jestures; help other students learn how to watch for signals from patrol - not a boss, rather a helper.

j. Memory training — memorize license plate numbers; changes in area around corner (draw picture from memory of corner); spot potential hazards; memorize children who pass corner-know homes if possible - memorize phone of fire department, police station.

k. Speakers — weather station, learn weather conditions.

l. Trips

3. Green Beret Program

A student, boy or girl, who has been a patrol for at least one year and who is in his last year of elementary school is eligible for the Green Beret by meeting the following qualifications:

a. Accepts the responsibilities of his duties by following the safety rules at all times and is a good example for others to follow both during and after school hours.

b. Does not neglect his classwork because of his position.

c. Knows the importance of his position and respects his fellow workers, student and adult.

d. Has become a means by which traffic safety education is extended beyond the classroom.

The Captain and the Lieutenants shall all be chosen from the students who qualify for the Green Beret Program. Student who is a member of the Green Beret may wear his beret during the regular school day.

The Curriculum Specialist

1. Directly assists the teacher supervisor and adult crossing guard regarding:

   a. workshops and training sessions for the adult crossing guard.
   b. student orientation to duties and organization of the program.
   c. planning and organizing the yearly activities.
   d. work assignments (adult and student).
   e. sensitivity training sessions (adult and student).
   f. frequent evaluation.

The Teacher Advisor

1. With the assistance of the curriculum specialist and the Police Department, helps in the training of the adult crossing guard.
2. Works with the adult crossing guard and the curriculum specialist in planning the yearly activities.
3. Sets up work assignments and substitutes.
4. Assists in solving worker problems and questions.
5. Appoints students to Safety Patrol and cooperatively identifies those eligible for the Green Berets.

6. Cooperatively organizes the student orientation of program and duties.
7. Within the school:
    a. promotes the understanding that this position is voluntary and school work is not to be neglected because of this duty.
    b. directly initiates a continuing frequent evaluation program.

The Adult Crossing Guard and/or off Duty Policeman

1. Instructs, directs, and controls the members of the student body in crossing the streets and highways at or near the school.

2. Assists teachers and parents in the instruction of school children in safe practices in the use of streets and highways at all times and places.

3. Position and Procedure:

    a. The adult crossing guard stands on the curb, not in the street, and holds back the children until there is a gap in traffic.

    b. When such a gap occurs, he steps aside and motions for the children to cross the street in a group.

    c. Where there are traffic lights and the flow of traffic is heavy, after the light is red and the traffic has come to a stop, the adult crossing guard should position himself facing traffic in the street and motion for the children to cross as a group.

    d. After the children have crossed, the adult crossing guard returns to his station on the curb.

4. Hours on duty

    a. It is essential that the adult crossing guard be on duty at all times while children are crossing streets or highways in going to and from school.

    b. The adult crossing guard should reach his post at least ten to fifteen minutes before the opening of school in the morning and at noon, and should remain there until all children have crossed safely; however, he is not expected to remain on duty until children who have remained after school have crossed his station. He should remain on duty at least fifteen minutes after school is dismissed.

5. Duty within the school crossing guard and/or off duty police man

    a. The adult crossing guard helps plan the yearly activities for the safety patrol.

    b. He holds regular weekly meetings with the student patrol members to provide;
        (1) job training
        (2) job improvement techniques
        (3) on the job workshop sessions for safety improvement
        (4) related interest activities

6. Each adult crossing guard and/or off duty policeman will attend workshops and training sessions in order to:

    a. have a complete knowledge of safety rules.
    b. acquire communication skills and understand human relations.
    c. have a thorough knowledge of all corners, assignments, adult and student substitutes and the helping-hand homes.
    d. know the regular system of work assignments and the duties of the student patrol.
    e. help organize the related activities.
    f. help in the evaluation of the program.

7. Each adult crossing guard assumes the responsibility of providing the opportunity for any student patrol to report directly to him while on duty.

8. The adult crossing guard provides positive reinforcement for work done well.

The adult crossing guard must be willing to attend the training sessions and workshops and be thoroughly knowledgeable about his and the students' duties. Careful and thorough instruction, training and supervision of patrol members are essential for the patrol to be efficient and continuous. Above all, the adult crossing guard must have the willingness to work with children on the job, in classroom sessions and in related activities. An understanding of human relations and sensitivity is highly desirable.

The Student Patrol

1. Recognizes his position is voluntary and that it should not directly interfere with the completion of his classowrk.

2. Knows the responsibilities of his position and is a good example for others to follow.

3. Respects his work, his fellow workers and his supervisors.

4. Understands the importance of his position and how it affects the safety of others.

5. Position and Procedure

    a. The student patrol stands on the curb, not in the street, and holds back the children until there is a gap in traffic.

    b. When such a gap occurs, he steps aside and motions for the children to cross the street in a group.

    c. After the children have crossed, the student patrol returns to his station on the curb.

    d. When his view of traffic is obstructed, he may step into the street only a sufficient distance to obtain a clear view; the children remain on the curb until they are motioned to cross, and then the patrol returns to his position on the curb.

e. When the street is wide or the traffic is heavy, there should be a patrol on each side of the street. They should operate under the direction of one member who should determine when the gap in traffic is sufficient to allow the group of children to reach the opposite curb safely.

6. Hours on duty

a. The student patrol should reach his post at least fifteen minutes before the opening of school in the morning and he should remain on duty at least fifteen minutes after the close of school in the afternoon. He should leave class two to three minutes before the dismissal bell at lunch and at the close of the day and remain on duty until all pupils who are not stragglers have passed his post.

Form the standpoint of efficient school safety patrol operation, it is preferable to have all classes dismissed at the same time. If there are several dismissal times, the size of the patrol should be increased and the groups related so that no one member will be absent from his class too long.

Evaluation

In order for the Safety Patrol Program to continue to work efficiently, there should be frequent re-examination of what is being done and how it is being done. Both individual and program evaluation should occur.

Curriculum Specialist

Individual: Assists and directs other members ____________
Is sensitive to adult and child needs, and problems ____________
Presents new material for use - workshops, training sessions held ____________
Student orientation held yearly activities - organized ____________
Program: Work assignments practical ____________
Sensitivity training sessions ____________
Periodical evaluations ____________
Interest, motivation present ____________

Teacher Advisor

Individual:

Assists and directs adult crossing guard and student patrol ____________
Is sensitive to needs, problems ____________
Program: Trains adult crossing guard ____________
Plans yearly activities ____________
Sets up work assignments ____________
Appoints safety patrol ____________
Identifies Green Beret ____________
Organizes student orientation ____________
Responsibility toward classwork not neglected by students ____________
Periodical evaluation held ____________

Adult Crossing Guard and/or off Duty Policeman

Individual: Knows safety rules ________
Willingness to work with children ________
Is on time ________
Understands human relations and can communicate ________
Willing to Attend workshops ________

Program: Helps plan yearly activities ________
Holds regular weekly meeting with student patrol ________
Instructs children in safety procedures ________
Attends workshops ________
Knows assignments, duties of student patrol ________
Helps organize individual activities ________
Is available for student problems ________
Provides positive reinforcement ________
Periodical evaluation ________

Student Patrol

Individual: Understands importance of his work ________
Does not neglect classwork ________
Is a good example for others ________
Respects his work and others who work with him ________
Is on time ________

Program: Knows safety rules and knows how to put them into practice ________
Attends weekly meetings ________
Reports and discusses problems ________
Cooperates with fellow workers ________
Evaluation ________

WARREN CITY SCHOOLS
CAREER MOTIVATION – WORLD OF WORK

APPLICATION FOR SCHOOL STUDENT EMPLOYMENT

Note: ALL INFORMATION IS CAREFULLY CHECKED – PLEASE BE ACCURATE

GENERAL

Last Name First Middle

Address - Number and Street City State Zip Code

Telephone Sex ( ) Age ( ) Height ( ) Weight ( ) Color of Eyes Color of Hair

Birthplace: City and State, or Foreign Country Birthdate (Month, Day, Year)

WHOM SHOULD WE NOTIFY IN CASE OF AN EMERGENCY OR ILLNESS	Name Telephone Number Address - Number, Street, City State Zip Code

PERSONAL REFERENCES

Please give three (3) or more persons of good standing to whom you are not related.

NAME	ADDRESS	OCCUPATION	NO. OF YEARS YOU HAVE KNOWN THIS PERSON

Application for School Employment, Cont'd.

ANSWER ALL QUESTIONS BY PLACING "X" IN PROPER COLUMN

		YES	NO
1.	Have you ever held a school job before? Indicate the grade and job title held.		
2.	Have you any physical handicap, chronic disease, or other disability?		
3.	Will you accept temporary appointment?		
4.	Will you accept appointment anyplace?		
5.	Have you ever been discharged (fired) from any school duty?		
6.	Did you ever quit a school job?		

7. If you were discharged give reason.

8. Give reason for quitting.

9. What makes you think you are qualified for this position.

10. If you have any additional information about yourself, answer below.

CHECK TYPE WORK YOU ARE INTERESTED IN

______ Patrol

______ Lunchroom Helper

______ Hostess

______ A. V. Worker

______ Ground Maintenance

______ Custodial

______ In Room Work

______ Office Helper

______ Other (Specify)

ATTENTION: READ THE FOLLOWING PARAGRAPH CAREFULLY BEFORE SIGNING THIS APPLICATION!

A false or dishonest answer to any questions in this application may be grounds for rating you ineligible for a school employment assignment, or for dismissing you after appointment. All statements made in this application are subject to investigation. All information will be considered in determining your fitness for employment.

CERTIFICATION

I certify that all of the statements made in this application are true, complete and correct to the best of my knowledge and belief, and are made in good faith.

SIGNATURE OF APPLICANT ______________________ DATE ____________

/cm
Rev. 10/72

SUGGESTIONS FOR FIELD TRIPS

WORLD OF WORK K–10 CONTINUUM

Too often a teacher is expected to "know" and the students are expected to learn what the teacher "knows." As a result of this thinking, often teachers of teachers develop their presentations around this idea. They expect teachers, who may have a limited background in a specific area of knowledge, to learn from a lecture type presentation what the expert himself has learned from extensive experience in that field. How many times have each of us sate in a college classroom or at a conference and listened to someone who tried to teach us by using only words. The teacher must communicate with the learner - and that is a TWO WAY street.

Many of you are experts in various special areas, e.g., Elementary Education, mathematics, sports, etc. How many times have you been asked to work with a group for the purpose of teaching them something of what you know? How successful you were, depended, by a large degree, on the amount of participation by the learners.

It is our hope, then, that in the following outline we can give you some ideas of how you can make a field trip more successful.

A field trip should contribute something definite and worthwhile that could not be obtained in the classroom.

Purposes to be accomplished through visits:

1. Having youngsters develop an awareness of the many different workers in their community.
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

PRINCIPLES OF GOOD LEARNING SITUATIONS:

Principle 1: Find out what the learner knows about the field trip topic.
Have the student:
Write down the purpose of a (print shop) in your own words.
(factory)
(office)
(etc.)

Write down several things that you think you will see, hear, smell, taste, or feel during the trip.

Write down several things that will be going on when you are there.

Principle 2: Find out the learner's purpose for going on the field trip. Find out what the learner wants to learn as a result of the field trip.
From the student:
What is your purpose?

What specific knowledge or skill are you seeking?

Principle 3: Include the learners in the planning.

Length of time, chance to ask questions, chance to do or participate, include the "expert" in the planning by letting him know what you want.

Principle 4: Utilize the traveling time for learning activities.
For the Teacher:
What questions could you ask, even though you have not been over the route, that can be appropriate during the particular trip?

Example: Observe different work situations to and from, during the trip.

Principle 5: Utilize the knowledge and skills gained in post trip activities.

Examples of activities to be carried out.

You may see then, that the teaching-learning process has some basic principles that must be understood by teachers. Each time you assume the teacher's role, in field trips, you must not guess, but you must know:

1. the knowledge and skills of the learner
2. the learner's purposes
3. the learner's need to participate in planning the learning activities and
4. the ways to use and evaluate the newly acquired knowledge and skills.

Follow Up:

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What kind of training do these workers need?

Evaluate the trip to see if the trip created more interest in Occupational Motivation and Career Development.

One final point. An educators most important job is to produce a self-propelling learning. The learner must be an active, participating, alive member of the teaching - learning team, not a passive receiver of information.

We hope that field trips will have more meaning for you, as either a teacher or learner and that they will be just a little more interesting and adventurous.

WORLD OF WORK CAREER MOTIVATION K–6

A LOOK – SEE
THINK – AND – TELL
FIELD TRIP

This trip is designed to build an awareness of the many interdependent occupations that make up the community. The trip will take place in a ten block stretch starting at Trumbull Memorial Hospital and ending at Jim Nickel's Motors. The object is to observe the many establishments and try to presume what occupations relate to the establishments.

The trip will involve approximately ten stops, ten minutes each. An example of what will be done in the ten minute stops is as follows.

Let's say that we will park the bus at a given point just west of Laird Avenue, at Market Street. The observers will, in teams of four, one will be a recorder, try to presume the occupations, let's say, in the Hospital. They will be, secretly within the group, relating all of the presumed occupations to the recorder. The list can be as follows:

Doctors
Nurses
Orderly
Nurse's aid
Head Administrator
Hospital education workers
Controllers
Business office workers
Insurance
Data Processing
Purchasing
Store clerks
Medical record keepers
Pharmacists
Physical therapists
Laundry workers
Information receptionist
Security guards
Inhalation therapist
Social service workers
Lab technician
X-ray technician
Medical technologist
Pathologist
Interns
Medical librarian
Personnel director
Pediatrician
Obstetrics
Maintenance workers
Dietitian
Dietary workers
Housekeeping workers
Admitting clerks
Mail clerks
Volunteer workers

It can really be said that the hospital is often known as a "city within a city."

The student observers will see construction taking place on the southwest corner and will list the trades persons and laborers or deliveries to the site. On the northeast corner is a pharmacy which could list a sales clerk and pharmacist (this could have been listed as a hospital worker previously.) A church is located on the northwest corner. A minister, custodians and secretary may be working there.

This type of relating will continue on the entire trip. A more astute observer will notice the many traveling occupations on the Market Street and streets running perpendicular to it.

City workers, policemen, firemen, deputies, Brinks guards etc. also may be observe.

Upon their return the pupils, in teams, will place all the occupations in alphabetical order to help avoid duplication. The occupations will be numbered. There will be a competition to see which group had the greatest number of occupations represented.

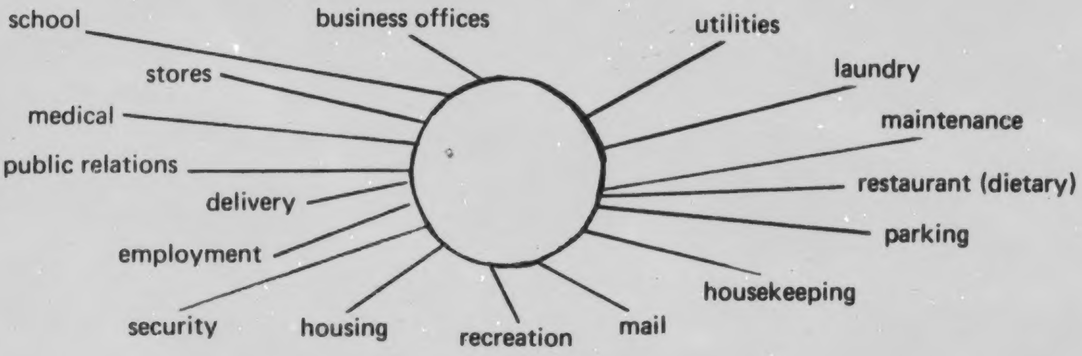
The teacher and occupation curriculum specialists shall also develop a list which may point out the many occupations that were not observed or presumed at the observation stops. The teacher and students may want to make a "giant" list of all the occupations noticed on the Look – See – Think and – Tell Trip.

A preview to the trip may be the use of a telephone book page giving examples of all the occupations in the city. Let's take for example page 73 of the Warren United Telephone Company phone book: Dairy product workers, dancing instructors and businesses, data processing workers, computer programmers, key punch operators, card punchers.

A follow-up activity might be to list the occupations into the nine following categories:

1. Professional, technical and managerial
2. Clerical and Sales
3. Service
4. Farming, fishery, forestry and related
5. Processing
6. Machine trades
7. Bench work
8. Structural work
9. Miscellaneous

Another follow up activity we suggest is to depict the hospital as a city within a city and draw analysis as to why this must be so. Point out the immobility of the patients and therefore the city must come to them.


school
business offices
utilities
stores
laundry
medical
maintenance
public relations
restaurant (dietary)
delivery
parking
employment
housekeeping
security
housing
recreation
mail

DISCOVER AMERICA thru the WORLD OF WORK

VOL. 3 ISSUE I NOVEMBER 1, 1971 WARREN CITY SCHOOLS

SOME SUGGESTIONS FOR TEACHING WORLD OF WORK TO K–3 CHILDREN

FAMILY WORKADAY WORLD

Goals: To develop a child's awareness of self, in relation to the rest of his family.

Preparation: Try to get the children thinking objectively about their home environments.

1. Ask the children to identify all the members of their families and describe what each contributes to the household. What does each member do? Does he (or she) work in the house or outside? What does the child do that helps the family? Have a child draw up a list of things he can do personally that will help other members of the family.

WORKADAY WORLD

Goals: To introduce children to the world of work: to help them understand how people in different jobs share in filling the world's needs.

2. Take your class on a tour of the school to see the many people (in addition to teachers) who work in a school. Discuss the duties of such people as clerks, secretaries, janitors, social workers, nurse, etc. Perhaps the school helpers will be willing to tell the children what they do.
3. Help children become aware of the various local services that directly affect them. Start with a class discussion of services used by the school, the children and their families (e.g., fire department, police department, parks department, water company and so on). Discuss what would happen if these services were not available. Boister the discussion with action pictures of services mentioned.
4. Take a class trip to see people perform their work. Have the children help you collect pictures of people at work from old magazines. Post them around the room. Have the children discuss the work taking place in each picture. Does the work represent services their families use? Does it represent public service? Label each picture with a caption the children suggest.
5. Discuss the "entertainment field" as an occupation. What purpose does entertainment serve? What are the children's sources of entertainment? Their families? What are the names of some of the occupations in the entertainment field (e.g., actor, writer, singer, ball players)?
6. Have each child try to keep a record of the goods and services used by his family over a two-or-three-day period. Can the children name the workers who supply these goods and services?
7. Make a chart of as many occupations as the children can name. Have them categorize the items offered as to whether they represent provision of "goods," services" or entertainment."

WORKADAY SKILLS

Goals: To increase the child's sense of individuality and, at the same time, his sense of responsibility to others.

8. Discuss the importance of being "on time." Begin by showing the class a play clock with movable

hands. Place the hands of the clock to show the time that school begins, lunch time and the end of the school day. After discussing why clocks are needed, steer the class into a discussion of what it means to be late. Ask such questions as "Were you ever late?" "What happened?" "How did being late make you feel?" "How did it make those who were waiting for you feel?" "What would happen if your father or mother were late to work every day?" "What would happen if a doctor, or an ambulance, were late getting to a patient who needed help?" Have the children contribute stories illustrating other situations when being late could cause discomfort and/or danger.

DECISION MAKING

9. Have the children cut "weekend pictures" from old magazines (pictures illustrating what youngsters did the past Saturday and Sunday, or what they'd like to do next Saturday and Sunday.) Display the pictures and use them as the basis for an oral or written story assignment on the "favorite things" idea. Emphasize the fact that people like to do different things.

AWARENESS

10. Read Things We Like To Do by Evelyn Andre (Abingdon Press). Have the children list the things they do every day: eat breakfast, come to school, play outdoors, watch television, etc. The activities mentioned will be broadly similar, but (very probably) each child will have something unique to contribute. Point out that this is representative of humanity in general: All humans are alike in some ways and different in others.

Michael A. Zockle, Coordinator
World of Work K-10 Continuum

WARREN CITY SCHOOLS
WORLD OF WORK K–10 CONTINUUM

PARENT SPEAKERS SURVEY

PLEASE PRINT

STUDENTS NAME: ______________________________
Last First

SCHOOL: ______________________________

FATHER'S EMPLOYER: ______________________________

MOTHER'S EMPLOYER: ______________________________

TYPE OF WORK: ______________________________

WAS ADDITIONAL TRAINING NEEDED FOR YOUR OCCUPATION? Yes ______ No _____

WHAT KIND? ______________________________

If requested would you like to talk to the classes about the things you do at work?

Father	Yes ____	No ____
Mother	Yes ____	No ____

Have you discussed your employment with your children concerning skills required, training required, what education you need to improve your position etc. If not will you?

____

Do you think your place of employment would allow classes to visit?

Yes ______ No _______

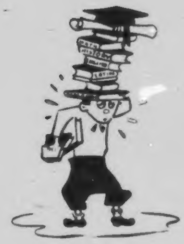
If so, would you first contact us, so that we can work together to make the necessary arrangements?

Yes ______ No _______

Additional comments may be made on back of page.

For additional information call Career Development office – 841-2260

7-8 CAREER ORIENTATION PROGRAM



STATEMENT OF PROJECT INTENT

Career Orientation Grades 7 - 8

In Warren, as in other urban centers, there are a considerable number of junior high school age youngsters who, because of a lack of information and motivation concerning the world of work, are unable to set realistic educational and occupational goals. It is presumed that this problem stems mainly from the fact that the parents and teachers of many of these students also lack this necessary understanding and are therefore not able to offer the needed occupationally related information.

Because the students who participated in career orientation for the first year had only one-half year of previous career orientation experience, the program had different objectives in the first year than succeeding years. As we observe the elementary students who have had previous exposure to elementary Career Motivation Program and the junior high Career Orientation program, the scope of our program will change to reinforce what has been done in the previous years. The new approach will then be to develop a realistic program which will bridge the gap between the aims of youth and the demands of society through problem solving methods. The program also will stress student self appraisal of their personal skills and abilities which hopefully will lead to realistic occupational aspirations.

OBJECTIVES

1. To develop an increased awareness for students, parents, and teachers of the education offerings of the Warren City Schools.
2. To provide opportunities for better understanding of the interrelationships and interdependence of occupations in the neighborhood, city, county, state and nation.
3. To produce a broader and more balanced junior high school program as a result of the continuum of the elementary, junior high World of Work programs.
4. To improve the decision making and thinking process in the selection of a career.
5. To increase the students' awareness of the many occupations available.
6. To establish an active interrelationship between the home, school, and community.
7. To relate daily subject matter to the world of work.
8. To develop an attitude toward work that all fields of work are dignified and respectable.

DESCRIPTION OF PROGRAM

A. GENERAL DESCRIPTION

1. Career orientation shall be incorporated into and become a part of the total junior high curriculum.
2. In-service workshops for teacher education and curriculum development, will be provided.
3. The program shall include talks and demonstrations by students, workers, parents, and other community citizens with meaningful field trips related to occupations.
4. Meaningful work experiences shall be set up within the school for selected students.
5. Parents will meet with individual or small groups of students.
6. Occupational information shall be made available to teachers, parents, and students.

GRADE LEVEL TO BE INVOLVED

All seventh and eighth grades of the Warren City Schools shall be invoved in the Career Orientation Program.

SCOPE

CAREER ORIENTATION

CONTEMPORARY ISSUES APPROACH

The personnel of the Warren City Schools knows that the family of agencies must function as a unit in serving the common issues of improving community living. The school, through the contemporary issues approach, will attempt, along with the community, to identify the community occupational outlook as well as the wider world outlook. The scope of the program is flexible enough so that any teacher, in any curriculum area, with the help of an in-school occupational curriculum specialist, can facilitate the realization of the program purpose. The program Scope makes full use of all community resources for learning experiences. As time and problems change, the school shall provide distinctive types of materials and aids which will relate to the issues of the times. The contemporary issues approach must constantly provide teacher-education to meet the purposes consistent with the time.

Only a pattern of organization is set forth in the Scope. The detail of planning within the curriculum must come from the teacher, and be designed by him, to serve the interests of his students.

I. Critical Social and Personal Issues and the School

  A. Orientation to school and the school's function

    1. Occupations in the school
    2. Responsibility of the school
    3. Transition from junior high to high school
    4. Transition from senior high to adult responsibilities
    5. Learning how to learn

  B. Orientation and Process studies of modern community

    1. The home and community
    2. How institutions help individuals, what they are, and what do they do.

  C. Survey of occupations

II. Contemporary community issues - occupations and the related curriculum (Study - Discussion - Opinion - Sensory Approach)

  A. How can we improve on and who is responsible for:

    1. Control of infection
    2. Health - personal grooming
    3. Home and friends
    4. Recreation
    5. Traffic control
    6. Crime and prevention
    7. Advertising and effects
    8. Fads and fallacies
    9. City government
    10. Consumer problems
    11. Propaganda
    12. Stimulants and narcotics
    13. Environmental problems

14. Interracial problems
15. Mental and emotional health
16. Investments
17. Self analysis
18. Economic and social well being
19. Ethics in business - government - personal
20. War and change
21. Public Health
22. Child labor and labor laws
23. Labor organizations
24. Public education
25. Ideological conflicts
    a. Declaration of Independence
    b. Bill of Rights
    c. Religions
26. Political
    a. Campaigns
    b. Public figures
    c. Social leaders
    d. Parties
27. Industrial
28. Transportation
29. Eulogies of self made man
30. Equal opportunity - race - sex (man and woman and occupation rights)
31. Machinery and man
32. Labor and capital
33. Human relations
    a. Basic economic life in America
    b. Interrelation of modern industrial, business, and agriculture
    c. Economic problems of the Employer - Public - Government
    d. Good human relations and solutions to problems
    e. Factors of family life in relation to community situation
    f. Security of workers
    g. Importance of all jobs
    h. Determination of wages (how)
    i. Student to workers attitudes (transition)
    j. Management and workers must have just return for efforts
34. Risks and responsibilities of management
35. Profits
36. Employers' needs
37. Employee's willingness to contribute to future
38. Changing conditions and their effects on employer and employees
39. Evolution and Industrialization understanding
40. Personal responsibility in workers toward world improvement
41. Attitude of willingness to grow in understanding and knowledge

B. How do these apply and who is responsible for:

1. Drives - Boy Scouts - Red Cross - United Appeal
2. School - Games - Tickets - Editorials - Advertising
3. Church - Teaching - Preaching - Social
4. Leading Citizens - Mayor - Police - Businessmen - "Town Boss" - Social Leaders

PART II

INTRODUCTION

The following units have been, or are, still being, implemented in various classes at junior high school level. The contemporary issues approach has enabled teachers to relate their academic area to an issue of immediate interest, and investigate the occupations which are concerned with that issue. It has also provided a means of correlating more than one academic area as each subject area might investigate a different phase of the same contemporary issue.

For example, the contemporary issue of housing for low income families provided a means of involving the eight grade Industrial Arts (metal shop) boys, the seventh Industrial Arts (wood shop) boys, and the eighth grade Home Economics (interior decoration) girls. The issue of low income housing served as a unifying factor.

The occupations concerned with houses made of wood were studied in woodshop with speakers from the building trades,a field trip to a factory prefabricating parts for homes, and a home construction site. The metal shop class was concerned with those occupations in the newly-developing field of houses made of steel with speakers and a prospective visit to a house made of steel if it is ready.

The Home Economics classes were involved in those occupations in making the home desirable with speakers on home furnishings, decoration, and family patterns of living on low incomes, and a field trip to the Interior Design Department of a store. This unit could be correlated with the mathematics classes in the financing of housing and living on a low budget. Social studies classes could be concerned with occupations; concerned with courses of low incomes and agencies in various levels of government. Science classes could be involved in the occupations of the building trades and beautification of the outside of the home.

The Charity Drive's unit was incorporated into an eighth grade mathematics class (page); the Drugs and Drug Abuse unit in seventh grade social studies classes (page); the pollution unit in seventh grade science classes (page); communication in English classes; Duties and Responsibilities of Citizenship in eight grade social studies classes (pages).

The wide range of occupations involved with the above mentioned contemporary issues lends itself to a greater degree of correlation in other academic areas as the career orientation program becomes further integrated into the curriculum in succeeding years.

OCCUPATIONAL MOTIVATION AND CAREER DEVELOPMENT

GENERAL UNIT

I. AIMS

1. To identify as many as possible occupations which are concerned with a particular contemporary issue.
2. To collect information about occupations which will be useful when a decision has to be made concerning future vocational plans.
3. To become involved in relating occupations to regular classroom subjects.
4. To observe individuals at their work.
5. To develop a wholesome attitude toward work.

II. CONTENT INFORMATION

A. Selection of a career is probably one of the most important decisions a person makes in a lifetime. Yet, the amount of research that that person does is often negligible. Lesser decisions are often better researched, such as buying a car.

B. The occupation of an individual often determines his life style.

C. Studies show that many people are unhappy in their chosen vocation, or would change it if given a chance to do it over.

D. ". . . vocational choice is a process rather than a single event; that it takes place over a period of years; that it usually begins with knowledge of one's abilities, aptitudes, attitudes, interests, and achievements; and that there is a crystallization of this information into a self-concept."[1]

E. Future occupational needs vary and change; therefore, educational programs should reflect those needs now and in the future.

III. ACTIVITIES

A. Decide on a contemporary issue through student investigation and interests, needs of students felt by the teacher, or a combination of both.

B. Use cassettes and/or film strips on introduction to careers.

C. Determine the occupations involved in that issue by class discussion, library assignment, individual research in Career Orientation room, collect newspaper articles which mention occupations in that contemporary issue, ask parents.

D. Determine which occupations should be investigated by the class as a whole, individually, or by committee.

E. Determine which methods to use in researching the occupations; speakers and their names, if known, reading assignments, field trips where a number of occupations concerned with that issue can be observed, make bulletin boards, use audio-visual aids in CO room, junior high materials center, Auido-Visual Center, or other sources of resource materials.

IV. RESOURCE MATERIALS

A. Teacher

  1. See list distributed on materials available from Career Orientation Room 312.

B. Junior High School Materials Center

  1. See list distributed on Books related to careers, Careers through fiction and biography, Alphabetical Listing on Careers with Subject Headings and Audio-Visual Collection List.
  2. See Careers card file for listings of the Job Classifications materials in the Careers Vertical File.
  3. See your Xerox copy of the Index to Occupational Guidance for titles in the books on top of the vertical file.
  4. Occupational Outlook Handbook.

C. Career Orientation Room 312

  1. Filmstrips:
     a. "The ABC'S of Getting and Keeping a Job" 8 filmstrips and 4 records, Teacher's Manual
     b. "Vocational Decisions," 3 filmstrips and one record
     c. "Foundations for Occupational Planning," 5 filmstrips
  2. Cassettes (General)
     a. "Planning Beyond High School," 12 cassettes
  3. Books
     a. Biegeleisen, J. II, How to Go About Getting A Job With a Future
     b. Norris, Willa, Occupational Information in the Elementary School
     c. Shartle, Carroll L., Occupational Information: It's Development and Application
     d. Goldberg and Brumber, eds,, The Job Ahead 10 copies available
  4. Other
     a. Job Experience Kit (materials in which a student may actually do some of the work of 20 occupations)
     b. Life Career Game - Simulation Game of getting a job and points are scored

V. JOB CLASSIFICATIONS

A. The following general classifications are found in the Occupational Outlook Handbook

  1. Professional and Related Occupations
  2. Managerial Occupations
  3. Clerical and Related Occupations
  4. Sales Occupations
  5. Skilled and Other Manual Occupations
  6. Service Occupations
  7. Agriculture Occupations
  8. Mining Occupations

9. Construction Occupations
10. Manufacturing Occupations
11. Transportation, Communication and Public Utilities Occupations
12. Wholesale and Retail Trades
13. Finance, Insurance and Real Estate Occupations
14. Service and Miscellaneous Occupations
15. Government Occupations

VI. VOCABULARY

Carrers
Orientation
Vocation
Avocation
Counselor
Vocational School
Technical School
College
University
Junior College
License
Interview
Resume

Trade School
Motivation
Aptitude
Attitude
Work
Job
Skilled, unskilled, and semi-skilled
Occupational brief
Terms above in Part V, A 1 - 15
Wages and salary
Unions, associations, societies
Employment
Profit

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[1] Willa Norris, Occupational Information in the Elementary School, Chicago, Illinois, Science Research Associates, Rev. 1969, p. 34.

OCCUPATIONS IN THE CONTEMPORARY ISSUE
OF
DRUGS AND DRUG ABUSE

World of Work
Career Orientation
Grades 7 - 8

I. AIMS

A. To identify those occupations concerned with the amelioration of the further spread of illicit drugs.

B. To differentiate workers who are involved in the rehabilitation of drug addicts.

C. To identify occupations in the community agencies associated with the drug problem and contrast their interdependence.

D. To list ways that a student can use to resist peer group pressure to experiment with drugs.

II. CONTENTS

A. Drugs as such can have a beneficial value to man as well as a destructive value. Drugs can be classified according to their uses, effects, and how purchased. The rate of drug abuse is increasing, and the age of the drug abuser is rapidly dropping. Research on drugs and their effects is ongoing. Children must be given some constructive means to prevent their use of illicit drugs.

III. ACTIVITIES

A. Conduct some of the activities found in the general unit on occupations as an introduction to the unit on contemporary issues.

1. Cassettes or filmstrips on occupations
2. Books and pamphlets on occupations
3. Library assignment on careers
4. Determine which occupations will be investigated by the class, by the committee, and by individual students.
5. Determine which occupations are concerned with drugs and drug abuse.

B. Have students discuss early-formed habits which they have tried to break.

C. Discuss in small groups how students within the group contend with feelings of loneliness, rejection, acceptance by other students, anger, etc.

D. Role-play situations where student is introduced to the problem of drugs, what it can lead to, and how to cope with it.

E. For a great variety of suggested activities, refer to American School Health Association, Teaching about Drugs: A Curriculum Guide, Kindergarten Through Twelfth Grade, American School Health Association, A.S.H.A. Building, Box 416, Kent, Ohio, 44240, 1970

F. Have students make a notebook of newsclippings from local paper on drug abuse.

G. Have speakers from some of the occupations involved in drugs:

1. Physician
2. Clergyman
3. Policeman or policewoman
4. Lawyer
5. Pharmacist
6. Judge
7. Legislator
8. Ambulance Driver

H. Role-play some of the occupations as they are confronted with a drug addict.

1. Policeman
2. Lawyer
3. Social Worker
4. Physician
5. Judge
6. Guidance Counseior

I. Field trip to a hospital, jail, courtroom, rehabilitation center.

IV. RESOURCE MATERIALS

A. Occupational Motivation and Career Development - Room 312

1. Cassettes
    - a. Policeman-Policewoman
    - b. Medical Laboratory Assistant
    - c. Drugstore
    - d. Licensed Practical Nurse
    - e. Biologist
    - f. Lawyer
    - g. Chemist
    - h. Counselor
    - i. Medical Technician
    - j. Nurse, Registered
    - k. Physican
    - l. Secondary Teacher
    - m. Social Worker
2. Pamphlets
    - a. "Keep Off the Grass" (in Kit)
    - b. "The Truth about Drugs" (in Kit)
3. Junior Occupational Briefs
    - a. Biochemists
    - b. Biological Scientist
    - c. Chemist
    - d. Drugstore Clerk
    - e. Clinical Psychologist
    - f. Guidance Counselor
    - g. Criminologist
    - h. Customs inspector
    - i. Detective
    - j. Drug Manufacturing Worker
    - k. Experimental Psychologist
    - l. FBI Agent
    - m. Home Economic
    - n. Hospital Administrator
    - o. Hospital attendant
    - p. Lawyers
    - q. Legal Secretaries
    - r. Medical Record Librarian
    - s. Medical Assistants

- t. Medical Researchers, Social worker, Technologist
- u. Newspaper Reporter
- v. Nurses - Licensed Practical, Registered, & Public health
- w. Occupational Therapist & Physical Therapist
- x. Pharmacists
- y. Physician - Medical and Osteopathic
- z. Policemen - Policewoman
  - aa. School Principal
  - ab. Probation Officer
  - ac. Psychiatric Social Worker
  - ad. Psychiatrist
  - ae. Psychologist - Clinical and Experimental
  - af. Social Worker
  - ag. Sociologist
  - ah. Teachers
  - ai. Vocational Rehabilitation Counselor

4. BOOKS
   - A. Career Opportunities for Technicians and Specialists: Health Technicians, Robert E. Kinsinger, Ed., J.G. Ferguson and Company, Chicago, Ill., 1970
   - B. Career Opportunities for Technicians and Specialists: Community Services and Related Specialists, Sylvia Bayliss, et. al., ed., J. G. Ferguson and Company, Chicago, Ill., 1970
   - C. Wachs, Theodore, Careers In Research Science, Henry A. Walck, Inc., New York, 1961
   - D. Fox, William, Careers in Research Science, Henry A. Walck, Inc., New York, 1961
   - E. Hyde, Wayne, What Does a Secret Service Agent Do?, Dodd Mead, and Company, New York, New York, 1962
   - F. FOR TEACHERS:

     Justice in Urban America Series Pamphlets:
     1. Youth and the Law
     2. Law and the City
     3. Poverty and Welfare
     4. Law and the Consumer
     5. Landlord and Tenant
5. Job Family Series Pamphlets - SRA
   - A. No. 10 - Jobs in Health
   - B. No. 15 - Jobs in Psychology
   - C. No. 18 - Jobs in Education
   - D. No. 19 - Jobs in Social Work
6. Filmstrips
   - A. Our Dependence on City Workers
   - B. Would You Like Hospital Work?
   - C. How About Office Work?
   - D. Making It - as a Teacher (Black Studies)
   - E. Making It - as a Hospital Technician (Black Studies)

F. Registered Nurses - Types of Jobs and Opportunities
G. Registered Nurses - Qualifications and Education
H. Registered Nurses - Practical Nurses
I. Registered Nurses - Nursing Assistant
J. Registered Nurses - Dental Hygienist

B. Audio - Visual Center

1. Motion Pictures

a. MP 190 Belonging to a Group
b. MP 177b Right or Wrong (Making Moral Decisions)
c. MP 377.2 Developing Responsibility
d. MP 351.1 Government Workers
e. MP 352B Public Employees
f. MP 353.9 State Employees
g. MP 371 Teachers
h. MP 615.4 Pharmaceutical Workers
i. MP 070 Press

2. Filmstrips

a. Adventures in Character Dimensions, Series of six 0.JS-77 A-V Catalog

b. Adventures in Personality Development, Series of six p. JS-77 A-V Catalog

C. Junior High Materials Center

1. Student and Teacher

See Careers card file for listing found in the Career Vertical file.

See your Xerox copy of the Index of the Occupational Guidance for titles in the books on top of the vertical file.

See Xerox copy of Materials in Library which was distributed in September.

2. Filmstrip, record

FS 615 Drug Abuse, Family Film, 1968
2 color FS, 1 record 33 1/3 rpm, teaching guide
Contents: Glue Sniffing, Pills, Marijuana, LSD

FS 615.8 Critical areas of Health Society for Visual Education 1966 4 FS, 2 records, 33 1/3 rpm, teaching guides
Contents: Drug Abuse, Venereal Disease, Alcohol, Tobacco

FS 615 From test tube to table, CIBA Pharmaceutical, 1 color FS, teaching guide

PBN Greenbury, Harvey R. What You Must Know About Drugs (paperback, - non - fiction)

How 615 Houser, Norman W., Drugs: Facts on their use and abuse,
Lathrop, 1969, 48 page bibliography, glossary

Cassette

An interview with Mara Woycheck, produced by Pathways Educational Programs, Inc. (no date), recorded from record from AEP Paperback Book Clubs, 1 Cassette

3. Teacher

"Ohio Schools Interviews Three Drug Investigators" Ohio Schools, April 10, 1970, Vol. XLVIII, No. 7, pp. 14 - 16.

American School Board Journal, The, "Drug Abuse", The Education Digest, May 1970, Vol. XXXV, No. 5, pp. 24 - 6.

American Education, "Leaving the Drug World Behind," The Education Digest, May 1970 Vol. XXXV, Number 9, pp. 5 - 8.

Huges, Harold, "Drugs and the Generation Gap," The Bulletin of the National Association of Secondary School Principals, Vol. 54, No. 346, May 1970, pp. 34-42.

Lewis, David C., "Drug Education," The Bulietin of the National Assn. of Secondary School Principals, Vol. 53, Number 341, December 1969, pp. 87 - 98.

Larimore, Granville W., "Drug Abuse," The Bulletin of the National Assn. of Secondary School Principals, Vol. 52, Number 326, March 1968, pp. 30 - 38.

V. JOB CLASSIFICATIONS

School Counselor
Nurse
Physican
Medical Technologist
Osteopathic physician
Occupational Therapist
Physical Therapist
Medical Record Librarian
Chemist
Sociologist
Clergyman (all)
Ambulance driver
Home Economist
Lawyer
Newspaper Reporter
Social worker
FBI agents
Policeman and Policewoman
Judges
Practical Nurse and auxiliary nursing workers
Pharmacist
Druggist
Legislators

VI. VOCABULARY

See reference book Teaching About Drugs: A Curriculum Guide, K–12, for vocabulary too long to be listed.

MOST IMPORTANT THAT THE "SLANG" BE FAMILIAR TO THE TEACHER, See pp. 184-9 in above mentioned book.

WARREN CITY SCHOOLS – WORLD OF WORK

OCCUPATIONS IN THE CONTEMPORARY ISSUE
OF
CHARITY DRIVES

Career Orientation
Grades 7 - 8

I. AIMS

A. To develop an awareness of the number of different occupations involved in a campaign for funds for charity:

B. To develop a respect for the great number of volunteer workers in a charity drive:

C. To conduct a drive in the school with comparable job classifications for division of labor:

D. To become aware of the occupations in the agencies receiving some part of their funding through a charity drive:

II. CONTENTS

A. There are many occupations involved in soliciting, collecting, and distributing funds for charitable purposes.

B. Some of the occupations are voluntary during the soliciting phase.

C. A combined or united drive for funds makes better uses of the paid and unpaid workers.

D. A combined drive makes better use of the moneys received.

E. One agency responsible for distributing funds provides uniform funding.

F. The workers in the receiving social agencies can perform their jobs more efficiently if they are relieved of the duty to raise money.

III. ACTIVITIES

A. County Drive:

1. Find out which agencies will be funded
2. Determine occupations involved in arriving at total budget
    a. Executive Director of United Appeal

WARREN CITY SCHOOLS – WORLD OF WORK

OCCUPATIONS INVOLVED IN THE AMELIORATION OF POLLUTION OF THE ENVIRONMENT

Career Orientation

I. AIMS

A. To identify the kinds of pollution common now.

B. To identify the occupations involved in the amelioration of the pollution of the environment.

C. To list ways that students can help in controlling pollution.

D. To enlist support of the students' efforts to help those workers who are trying to control pollution.

II. CONTENT

Pollution of our environment has become one of the major interests in all sections of the country, among all ages, and within all levels of government. It is of paramount importance that every individual become aware of the pollution of our air, land, and water, and seek every means possible to stop further pollution and eliminate the pollution that has already occurred.

III. ACTIVITIES

A. Read newspapers to find ways that students are keeping to control and various occupations involved.

B. Conduct a drive within school to clean-up school, neighborhood, and community.

C. Make scrapbook of ways our world is becoming polluted.

D. Investigate companies that are "recycling" goods to control pollution.

  1. Kinds of materials which can be recycled.

E. Cooperate with local metropolitan committee involved in community beautification.

STUDENT
HANDBOOK
for
CAREER ORIENTATION

September, 1972

World of Work K—10 Continuum
Warren City Schools
Warren, Ohio

SOME OF THE REASONS WHY WE HAVE CAREER ORIENTATION

1. You will find out more about the different occupations available in the Warren area.
2. You can find out how your regular school subjects might be needed in the various occupations.
3. You can learn about what some of the requirements are for a number of occupations that you might be interested in for your future work.
4. You will be able to plan a course of study at the senior high school more effectively.
5. You will see that all fields of work are worthy of your respect.
6. You will start building up a background of information needed to make good sound vocational choices in the senior high school.

WAYS WE MIGHT USE TO LEARN ABOUT JOBS

1. We will ask people who are working in different jobs to come to the classroom to talk with you.
2. We might have an assembly program with a talk, movies, or slides about some occupation.
3. We might ask a student's mother or father to come in to the classroom to talk about what they do in their occupation.
4. We might have filmstrips, books, movies, videotapes, cassettes, records, and other aids that the student might use in the Media Center, check out to use at home, and for teachers to use in the classroom.
5. We might take a field trip where students can SEE THE WORKERS AT THEIR JOBS.

JOB CLUSTER REQUIREMENTS

The United States Office of Education has classified the many different jobs into FIFTEEN (15) JOB CLUSTERS. These clusters are like family groups with the individual jobs falling into these family groups. EACH STUDENT IS REQUIRED TO INVESTIGATE ONE JOB IN EACH OF THESE 15 JOB CLUSTERS. The Job Clusters will be assigned to different subject areas. (Check with your teachers to see which ones they will ask you to look up)

As each student will be investigating material about 15 jobs during this school year, you will want to keep a record of the work you have done. Your teachers will have a form for you to fill out for the Job Clusters in their subject area, you will fill it out using different resources found in your classroom, the Media Center, resource people, field trips, personal interviews, etc. Your teacher will then collect it, sign it and date it, and turn it in to the Career Specialist who will record the job under your name, and keep it for you just in case you want it back later.

THE 15 USOE JOB CLUSTERS

1. Agri-Business and Natural Resources
2. Business and Office
3. Communications and Media
4. Consumer Education and Homemaking Education
5. Construction
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marketing and Distribution
12. Marine Science
13. Personal Services
14. Public Service
15. Transportation

LOCATION OF MATERIALS FOR STUDENT USE

The Media Center has materials which may be used by students just as they are in the library. Some must be used in the Media Center, others may be checked out to be taken home. These materials may also be used by the teachers in their classrooms. Follow the procedures already given to you to go to the Media Center.

The library has additional materials that may be used by students for Career Orientation projects. Follow the procedures already given to you to go to the library.

PROCEDURES WHEN A SPEAKER COMES INTO THE CLASSROOM

1. Listen for his correct name when he is introduced to you.
2. Listen closely when he is talking. Many times the same speaker might be interested in coming back to talk to other groups, but not if he has not been treated with respect the first time.
3. Use their names when asking questions, or addressing them for any other purpose.
4. Thank them when they are leaving.
5. A letter from your class should be written to them to thank them for coming!!!

SOME QUESTIONS YOU MIGHT ASK RESOURCE PEOPLE ABOUT THEIR OCCUPATIONS

1. What general and specific training was needed for you to prepare for your present occupation?
   a. How long?
   b. What kind?
   c. Where?
   d. Approximate cost?
2. Was any apprenticeship program necessary?
3. In very general terms, what is the range of possible incomes in your occupation?
4. Is there an opportunity for advancement?
5. Of all the subjects that you studied in school, which ones do you use the most in your job?
6. Have you had to return to school, or receive more training, since you began working?
7. What is a typical day like in your job?
8. What rules and regulations do you have to follow in your present job?
9. To whom are you responsible?
10. How does the profit motive influence you in your job?
11. Do you work regular hours; overtime; have regular vacations?
12. What safety and health regulations do you have to follow?
13. Do you need any special clothing?
14. Are you represented by any labor union or association and is membership compulsory?
15. How important is your personal appearance in your job?
16. Have you made any major change in your occupation since you first entered the labor force on a full-time basis? If so, why did you make the change?

PROCEDURES FOR TAKING A FIELD TRIP

1. Every student who leaves the building for a field trip must have a Parental Consent Form properly filled out by your parents.
2. Pair off in two's.
3. You are representing your school when you leave the building. Your conduct can determine whether your class, or any other class, will be permitted to take any more trips. We want to leave a favorable impression with everyone we meet.
4. Most of the trips will be on a bus. Please get on the bus with the least amount of confusion. Go all the way to the back of the bus. Sit by two's. Leave the seats in an upright position! Do not leave anything on the bus.
5. BE ABSOLUTELY QUIET WHEN THE BUS IS CROSSING OVER ANY RAILROAD TRACKS!
6. When we arrive at our destination, stay with your partner. Leave the bus quietly so you can hear any directions that we might give.
7. LISTEN so that you can get the correct name of the guide who is taking the group around. Stay with the group. DO NOT WANDER AWAY FROM THE GUIDE! Listen to their commentary. Ask any questions in a polite manner, and use their correct name and title, if any.
8. Find out before going on the trip about what jobs to be looking for. Ask questions of the workers you might see.
9. WRITE A LETTER TO THANK THE PEOPLE OR BUSINESS AFTER YOU COME BACK.

NAME ______________________ GRADE ________ TEACHER ______________

JOB CLUSTER ______________________ JOB ______________________

Minimum requirement for research would be to include at least the following information:

1. WHAT IS THE JOB LIKE AND WHAT ARE THE WORKING CONDITIONS?
2. WHAT IS THE OUTLOOK FOR THIS OCCUPATION?
3. WHAT ARE THE OPPORTUNITIES FOR ADVANCEMENT?
4. WHAT ARE THE PERSONAL REQUIREMENTS DEMANDED BY THE JOB?
5. WHAT HIGH SCHOOL SUBJECTS WILL I NEED?
6. WHAT FURTHER TRAINING OR EDUCATION WOULD I NEED?
7. WHAT IS THE AVERAGE SALARY?
8. WHAT ARE ANY SPECIAL ADVANTAGES THAT THE JOB HAS FOR ME?

MATERIALS USED: Must have used AT LEAST TWO (2) of the following:

Filmstrip ______________ (NAME) Book ______________ (NAME) Pamphlet ______________ (NAME)

Cassette ______________ (NAME) Kit ______________ (NAME) Game ______________ (NAME)

Personal Interview ______________ (NAME)

Teacher's Signature ______________ Date ______________

junior occupational briefs INDEX
REORDER NO. 5-2205

job

INDEX

INTRODUCTION

This index contains an alphabetical listing, by title and by key words in the title, of the 400 Junior Occupational Briefs included in WORK™ *(Widening Occupational Roles Kit™)*. For example, the JOB *Civil Engineers* is listed alphabetically under its title; it is also listed as "Engineers, Civil." The JOB *Airline Stewardesses* is listed under its title and as "Stewardesses, Airline." The JOB *Instrumentalists in Popular Music* is listed by title and as "Music, Instrumentalists in Popular."

The notation that follows each entry in the index indicates in which section of WORK the brief is located. The sections are coded as follows:

B*	Jobs Primarily Dealing with Things; High School or Less
B**	Jobs Primarily Dealing with Things; High School plus Special Training
B***	Jobs Primarily Dealing with Things; College Graduation or Graduate School

The "things" briefs are printed in *blue.*

P*	Jobs Primarily Dealing with People or Animals; High School or Less
P**	Jobs Primarily Dealing with People or Animals; High School plus Special Training
P***	Jobs Primarily Dealing with People or Animals; College Graduation or Graduate School

The "people" briefs are printed in *pink.*

G**	Jobs Primarily Dealing with Ideas; High School plus Special Training
G***	Jobs Primarily Dealing with Ideas; College Graduation or Graduate School

The "ideas" briefs are printed in *green.*

(Note that there are no jobs in the Ideas section that call for High School or Less.)

A complete listing of the briefs according to their arrangement in the kit is given in the Table of Contents card. The briefs in each major-interest section are listed on the divider card that precedes the section.

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A

Accountants B***
Actors and Actresses G**
Actuaries G***
Adjusters, Insurance P**
Admissions Directors, College G***
Advertising Account Executives P***
Advertising Copywriters G***
Aerospace Engineers B***
Agricultural Engineers B***
Air-Conditioning and Refrigeration Engineers B***
Air-Conditioning Technicians B**
Air Traffic Controllers B**
Airline Dispatchers B**
Airline Pilots B**
Airline Reservationists P**
Airline Stewardesses P**
Airplane Ground Servicemen B*
Airplane Mechanics B**
Airport Managers P**
Anesthetists P**
Animal Keepers P*
Announcers, Radio and Television P**
Anthropologists G***
Apartment Building Managers P**
Appraisers, Real Estate B**
Apprentices B*
Archaeologists G***
Architects G***
Arrangers, Composers and G**
Art Teachers P***
Artists G**
Artists, Commercial G**
Artists, Make-up G**
Asbestos and Insulation Workers B**
Assemblers, Factory B*
Assemblers in the Electronics Industry B*
Astronomers G***
Athletic Coaches P***
Atomic Energy Technicians B**
Automatic Vending Routemen B*
Automobile Body Repairmen B*
Automobile Manufacturing Workers B*
Automobile Salesmen P**
Automotive Mechanics B*
Automotive Parts Salesmen B*

B

Bakers B**
Ballroom Dance Teachers P*
Band Leaders G**
Bank Clerks B*
Bank Officers P***
Bank Tellers P**
Barbers P**
Baseball Players, Professional P**
Beauticians P**
Bellmen, Hotel P*
Biochemists G***
Biological Scientists G***
Blacksmiths B**
Boilermakers B**
Book Editors G***
Bookbinders B**
Bookkeepers B*
Bookkeeping Machine Operators B*
Bookstore Clerks P*
Bottling Plant Workers B*
Bricklayers B**
Broadcast Technicians B**
Building Contractors B**
Building Service Workers B*
Building Superintendents P**
Busboys P*
Bus Drivers, Local P*
Bus Drivers, Long-Distance P**
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C

Cabinetmakers B**
Cameramen, News G**
Candymakers B*
Carpenters B**
Cartographers B**
Cartoonists G**
Cashiers P*
Caterers P**
Cement Masons B**
Ceramic Engineers B***
Chefs, Cooks and B**
Chemical Engineers B***
Chemical Technicians B**
Chemists G***
Children's Librarians P***
City Managers P***
City Planners G***
Civil Engineers B***
Clerical Workers, Foreign Service P**
Clerks, Bank B*
Clerks, Bookstore P*
Clerks, Correspondence P**
Clerks, Credit P*
Clerks, Drugstore P*
Clerks, File B*
Clerks, Hotel and Motel Room P**
Clerks, Insurance B*
Clerks, Music Store P*
Clerks, Postal B*
Clerks, Produce B**
Clerks, Shipping B*
Clerks, Stock B*
Clinical Psychologists P***
Clinicians, Speech and Hearing P ***
Clothing Store Salespeople P*
Coaches, Athletic P***
Collectors, Credit P*
College Admissions Directors G***
College Teachers G***
Commercial Artists G**
Commercial Photographers G**
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Conductors, Railroad Freight B**
Conductors, Railroad Passenger P**
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Constructors, Elevator B**
Contractors, Building B**
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Cooks and Chefs B**
Copywriters, Advertising G***
Correspondence Clerks P**
Correspondents, Foreign G***
Counselors, Guidance P***
Counselors, Vocational Rehabilitation P***
County Extension Agents P***
Crane Operators B**
Credit Clerks P*
Credit Collectors P*
Criminologists G***
Crop and Soil Scientists B***
Curators, Museum G***
Customs Inspectors P**
Cutters, Garment B**

D

Dairy Farmers P**
Dairy Industry Production Workers B*
Dairy Technologists B***
Dance Teachers G**
Dance Teachers, Ballroom P*
Dancers G**
Data-Processing Machine Operators B*
Data-Processing Machine Servicemen B**
Dealers, Farm Equipment P**
Demonstrators P*
Dental Assistants P**
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Dental Technicians B**
Dentists P***
Department Store Salespeople P*
Designers, Fashion G**
Designers, Furniture G**
Designers, Industrial G***
Designers, Interior G**
Designers, Ship B***
Designers, Stage G**
Detectives P**
Diesel Mechanics B**
Dietitians P***
Dining Car Waiters P*
Directors, Funeral P**
Directors, Theatrical G***
Disk Jockeys P**
Dispatchers, Airline B**
Display Workers G**
Divers B**
Doormen P*
Draftsmen B**
Dressmakers G**
Driving Instructors P**
Drug Manufacturing Workers B*
Drugstore Clerks P*
Dry-Cleaning Workers B*
Dyers, Textile Finishers and B**

E

Economists G***
Editorial Assistants G***
Editors, Book G***
Editors, Film G**
Editors, Magazine G***
Editors, Newspaper G***
Electrical Engineers B***
Electricians B**
Electronics Engineers B***
Electronics Technicians B**
Electroplaters B**
Elevator Constructors B**
Employment Agency Interviewers P**
Engineering Technicians B**
Engineers, Aerospace B***
Engineers, Agricultural B***
Engineers, Air-Conditioning and Refrigeration B***
Engineers, Ceramic B***
Engineers, Chemical B***
Engineers, Civil B***
Engineers, Electrical B***
Engineers, Electronics B***
Engineers, Fire Protection B***
Engineers, Flight B**
Engineers, Industrial B***
Engineers, Locomotive B**
Engineers, Mechanical B***
Engineers, Metallurgical B***
Engineers, Mining B***
Engineers, Nuclear B***
Engineers, Petroleum B***
Engineers, Safety P***
Engineers, Sanitary B***
Engineers, Stationary B**
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F

Factory Assemblers B*
Factory Inspectors B*
Farm Equipment Dealers P**
Farmers P*
Farmers, Dairy P**
Farmers, Fur P**
Farmers, Vegetable and Fruit B**
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FBI Agents G***
File Clerks B*
Film Editors G**
Finishers and Dyers, Textile B**
Fire Protection Engineers B***
Firemen P*
Fishermen P*
Flight Engineers B**
Florists B**
Food Technologists B***
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Free-Lance Writers G**
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G

Gardeners and Grounds Keepers B*
Garment Cutters B**
Geographers G***
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Gift Shop Owners and Managers P**
Glass Blowers B**
Glaziers B**
Grocery Checkers P*
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H

Helicopter Pilots B**
Historians G***
Home Appliance Servicemen B**
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Hospital Administrators P***
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Hotel and Motel Room Clerks P**
Hotel Bellmen P*
Hotel Maids B*
Hotel Managers P**
House-to-House Salespeople P*
Household Workers B*
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Hygienists, Industrial P***

I

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Industrial Designers G***
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Industrial Technicians B**
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J

Janitors P*
Jewelers B**

K

Keypunch Operators B*
Kindergarten and Nursery School Teachers P***

L

Laborers, Construction B*
Landscape Architects G***
Lathers B**
Laundry Workers B*
Lawyers G***
Legal Secretaries P**
Letter Carriers B*
Librarians P***
Librarians, Children's P***
Librarians, Medical Record B**
Librarians, Music G***
Librarians, Special G***
Licensed Practical Nurses P**
Linemen B**
Literary Agents G**
Lithographers, Offset B**
Local Bus Drivers P*
Locomotive Engineers B**
Long-Distance Bus Drivers P**
Long-Distance Truck Drivers B*
Longshoremen B*
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M

Machine Operators, Bookkeeping B*
Machine Tool Operators B*
Machinery Operators, Construction B**
Machinists B**
Magazine Editors G***
Maids, Hotel B*
Mailing Service Workers B*
Make-up Artists G**
Managers, Airport P**
Managers, Apartment Building P**
Managers, City P***
Managers, Hotel P**
Managers, Office P**
Managers, Restaurant P**
Managers, Store P**
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Managers, Wildlife P***

Part Programmers B**
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Personnel Workers P***
Pest Control Operators B*
Petroleum Engineers B***
Pharmacists P***
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Photographic Equipment Manufacturing Workers B**
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Physicians P***
Physicists G***
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Piano Tuners B**
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Pilots, Helicopter B**
Pilots, Ship B**
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Policewomen P**
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Power Plant Workers B*
Power Truck Drivers B*
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Professional Baseball Players P**
Professional Football Players P***
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Psychiatrists P***
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Public Relations Workers P***
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R

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Mechanics, Automotive B*
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Music, Instrumentalists in Popular G**
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N

News Cameramen G**
News Photographers G**
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Nurserymen B**
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O

Occupational Therapists P***
Oceanographers G***
Office Boys and Messengers P*
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Office Machine Servicemen B**
Office Managers P**
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P

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Painters, Production B*
Painters and Paperhangers B**
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Reporters, Shorthand B**
Researchers, Medical G***
Reservationists, Airline P**
Restaurant Managers P**
Roofers B**
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Routemen, Automatic Vending B*
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S

Safety Engineers P***
Salesmen P**
Salesmen, Automobile P**
Salesmen, Radio-TV Time P**
Salesmen, Securities P***
Salesmen, Shoe P*
Salespeople, Clothing Store P*
Salespeople, Department Store P*
Salespeople, House-to-House P*
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Sanitary Engineers B***
Sawmill Workers B*
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Scientists, Biological G***
Scientists, Crop and Soil B***
Seamen, Merchant B*
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Secretaries, Legal P**
Securities Salesmen P***
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Companies**
Service Station Workers P*
Service Workers, Building B*
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Servicemen, Data-Processing Machine B**
Servicemen, Home Appliance B**
Servicemen, Office Machine B**
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Sewing Machine Operators B*
Sheet Metal Workers B**
Ship Designers B***
Ship Pilots B**
Shipping Clerks B*
Shoe Repairmen B**
Shoe Salesmen P*
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Singers in Popular Music G**
Singing Teachers G**
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Social Workers, Medical P***
Social Workers, Psychiatric P***
Sociologists G***
Soil Conservationists G***
Special Effects Technicians G**
Special Librarians G***
Speech and Hearing Clinicians P***
Stage Designers G**
Stationary Engineers B**
Statisticians G***
Stenographers, Typists and P*
Stewardesses, Airline P**
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Store Buyers P**
Store Managers P**
Structural-Iron Workers B**
Superintendents, Building P**
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Surveyors B***
Switchboard Operators B**
Systems Analysts B***

T

Tailors G**
Taxi Drivers P*
Teachers P***
Teachers, Art P***
Teachers, Ballroom Dance P*
Teachers, College G***
Teachers, Dance G**
Teachers, Instrumental Music G**
Teachers, Kindergarten and Nursery
School P***
Teachers, Physical Education P***
Teachers, Singing G**
Teachers of Exceptional Children P***
Technical Writers G***
Technicians, Air-Conditioning B**
Technicians, Atomic Energy B**
Technicians, Broadcast B**
Technicians, Chemical B**
Technicians, Dental B**
Technicians, Electronics B**
Technicians, Engineering B**
Technicians, Forestry B**
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Technicians, Photographic Laboratory B**
Technicians, Physics B**
Technicians, Special Effects G**
Technicians, X-Ray B**
Technologists, Dairy B***
Technologists, Food B***
Technologists, Medical B**
Telegraph Operators B**
Telephone Installers P**
Telephone Operators P*
Tellers, Bank P**
Textile Finishers and Dyers B**
Theater Managers P**
Theatrical Directors G***
Therapists, Occupational P***
Therapists, Physical P***
Tool and Die Makers B**
Traffic Engineers G***
Traffic Managers B**
Translators and Interpreters G***
Travel Agents P**
Tree Experts B**
Truck Drivers, Long-Distance B*
Typists and Stenographers P*

U

Upholsterers B*

V

Vegetable and Fruit Farmers B**
Veterinarians P***
Vocational Rehabilitation Counselors P***

W

Waiters, Dining Car P*
Waiters and Waitresses P*
Watch Repairmen B**
Watchmen, Guards and B*
Welders B*
Wildlife Managers P***
Wrappers, Packers and B*
Writers, Free-Lance G**
Writers, Technical G***

X

X-Ray Technicians B**

CAREER EXPLORATION

WARREN CITY SCHOOLS

CAREER EXPLORATION

RATIONALE:

Today, in a society orientated to higher education one out of twenty in the Warren City Schools still does not finish high school and only four in the twenty actually graduates from college. Yet a major portion of the school curriculum has been structured as though most were preparing for a four year college education.

High school life by and large has been separated from real life, from real work, and from real community service.

The Warren City Schools has seen fit to change their approach to a universal education (every student has worth) by offering a continuing program in a career oriented curriculum; K–6 Career Motivation, 7–8 Career Orientation and 9 – 10 Career Exploration.

The guidance function up to this time has mainly been the scheduling of students to the high school regimen and to guide students in proper preparation for college programs. The school's next ambition is to structure the counseling and/or curriculum to give similar help to students requiring less than a baccalaureate. An attempt shall be made to tie the curriculum to the goals of the students in such a way that they are exploring while they are in high school to be better equipped to choose from the many alternatives as they take the next step in career preparation. The next step being, on-the-job training apprenticeship, community college, or four year college.

CAREER EXPLORATION

WESTERN RESERVE HIGH SCHOOL

Career days must be every day in the modern comprehensive high school. Youth must experiment in ways in which they will some day spend their work lives and serve humanity so that their all important career decisions can be made with deeper perception.

The Western Reserve High School shall attempt to bring to the ninth and tenth grade students, a program of career exploration through the following eight designs.

Design I	Career Exploring Vocational Education
Design II	Career Exploring Units and Organizations
Design III	Achieving Your Career
Design IV	Career Media Center
Design V	Techniques and Success and Career Exploration
Design VI	Career Tours and Speakers
Design VII	Integrated Approach (Mass Media and Career Exploration)
Design VIII	Career Exploration Specialist
Design IX	Individual Explorations

EXPLANATION OF DESIGNS

Design I - Which is aimed mainly at the student who has interest in the vocational classes shall involve approximately 20% of the enrollment. This course, carrying credit, shall lead the vocational student to better understand what lies ahead in his desire for vocational training, in the high school, leading toward a life career.

Design II - Will mainly be organizations related to career clusters where by all students in their ninth and tenth grades shall be eligible to belong.

Design III - Is aimed at all ninth and tenth grade students. A required course in social studies, of which one-fifth of the time will be devoted entirely to achieving one's career. This course will carry credit.

Design IV - Career Media Center, is designed for the use of all students 9 - 12. The students shall also have a person they can depend on who will be skilled in disseminating career information to them at the center which will be located in the library.

Design V - Techniques and Success and Career Exploration will be an integrated course which will aid ninth and tenth graders who are interested in developing their own potential through self motivation.

Design IV - Tours and Speakers shall cut across all areas, at all times, during the year. There shall be a major emphasis for a three day period. This shall be a highly structured and regimented approach. This is designed mainly because many of the youngsters have not had previous career motivation and career orientation experiences. All ninth and tenth graders shall have the exploration opportunity.

Design VII - Is merely an example of how all courses in the high school can involve career exploration. These integrated courses will eventually be developed for all classes through the department chairman.

Design VIII - The Career Exploration Specialist shall be the person who will aide all teachers and students in the implementation of the total program. He shall be responsible to the Career Development Coordinator to facilitate a continuum K–10.

Design IX - Allows students to participate individually, or in small groups of two or three, in exploring a specific job which interests them. Students may learn more about themselves in relation to what is expected of a worker in a given job, and its various natures, education or training, and requirements. This exploration consists of observation, interview, and (if possible) work on the job. Ninth and tenth grade students are better suited for individual exploration which should last a minimum of two or three hours per session.

It is believed that if all designs are implemented, all the ninth and tenth grade students will have optimum opportunities for career exploration.

Warren City Schools
Department of Education
Warren, Ohio

WORLD OF WORK

CAREER EXPLORATION
CLASSROOM BASED MATHEMATICS CAREERS UNIT
IN COOPERATION WITH
THOMAS STEEL COMPANY

There are many important factors which must be considered when integrating career education into the classroom. First, every classroom teacher must integrate career education into the subject area. Relevancy of subject matter is a must. However, the classroom teacher cannot make career education meaningful without some auxiliary services. The classroom teacher, the business community, and the home must interrelate for a good career education program. Career education is a series of growth experiences built into the curriculum and involves the entire community.

Based on the acceptance of these factors, it was decided to undertake the formation of a classroom based unit in mathematics with the cooperation of the business community. Although the classroom teacher is able to impart educational awareness, career awareness, and skill awareness, someone 'in the field' would be needed to impart the need for employability skills. Someone would be needed to show these students how mathematics is applied in the world of work, and how it will be of benefit to these students in the future. A cooperative industrial firm could fill this need.

An initial meeting was held with an administrative agent of Thomas Steel Company and the plan, together with an outline of the program (included later in this report) was presented. The administrative agent was very receptive to the idea and felt that it held great merit. He assured that there would be the fullest cooperation of the company.

The tentative plan which was presented suggests that workers from various departments in which mathematics is an important skill for employment come into the classroom and explain and show the students how mathematics is used in the world of work. The teacher will be able to correlate the various units in the text with the type of mathematics skill to be presented on a give day. After the presentation by the representatives from industry, the students will be given an opportunity to explore a job which appeals to them and which requires skill in mathematics. The speakers may be used two days a month, possibly on alternate weeks, and the student could explore and gain some 'hands-on' experience during the weeks that follow the speakers presentation.

Students have already been informed as to the nature of the program. The Career Specialist and the teacher are urged to make an initial visit.

Visits by employees from Thomas Steel involved in the following occupations to explain about their jobs, including the use of mathematics on the job, and amount of college math or vocational training required to prepare for these jobs.

[illegible]. Computer work - any nature (even payroll.)
b. Payroll and related areas, such as tax (employee, corporation, etc.
c. Shipping, billing, and receiving
d. Inventory control and production control
e. Cost accountant
f. Comptroller
g. Engineering - Chemical, electrical, etc.
h. Lab work
i. Tool and die maker
j. Legal aspects - i.e. does the company have a full time lawyer, and if so, how much of his work employs mathematics.

The above are not necessarily in priority order; any of the above would integrate well into the curriculum; and the project is open to suggestions from Thomas Steel.

Small group field trips to the plant and individual students interested in any of the occupations described by the outside staff could explore "on the job" activities.

CAREER EXPLORATION PLACEMENT EVALUATION

Warren Western Reserve High School

Name ______________________________ Date ____________________

1. I was placed at ______________________________ so that I could learn more about
(Location)
______________________________ .
(Job or Career)

2. My placement experience involved:
   - ________ Participation in some work tasks or career activities.
   - ________ A tour of the facilities.
   - ________ Career instruction, information, training requirements, etc.
   - ________ Observation of work and workers.

3. My placement was interesting, helpful, and a learning experience.
Yes ________ No ________ Undecided ________

4. The representatives and workers were courteous and helpful to me.
Yes ________ No ________ Undecided ________

5. Because of today's placement I know more about my career goals.
Yes ________ No ________ Undecided ________

6. I still plan to pursue the same career that I explored today.
Yes ________ No ________ Undecided ________

7. While on my placement I learned about job qualifications, requirements, duties, etc.
Yes ________ No ________ Undecided ________

8. I would recommend this exploration experience for other students.
Yes ________ No ________ Undecided ________

9. What were the weak points of today's placement?

10. What were the strong points of today's placement?

11. What further information would you still like to receive relating to your career plans?

11/72

Warren City Schools
Department of Education
Warren, Ohio

WORLD OF WORK

TECHNIQUES IN SUCCESS MOTIVATION AND CAREER EXPLORATION – A COURSE

Students should be taught how to choose rather than what to choose. The world is changing so rapidly that students will be required to make countless important choices over a lifetime. Better still they must make some serious choices now - Consequently the process by which these decisions shall be made. A program in "Success Motivational and Career Exploration Techniques" will be instituted for credit for 9th and 10th graders. The classes will be for one semester duration. The program involves learning how (a) to estimate one's values, interests, and abilities; (b) to identify alternatives and where to obtain information regarding them; (c) to predict one's success in each alternative; and (d) to construct a plan of action.

The program encompasses the following:

1. Motivation to learn.
2. Developing a positive Plan of Action.
3. Getting the most from your time.
4. The art of clear thinking.
5. How to Study a Textbook.
6. Good Grades.
7. How to learn Facts and Remember what you learn.
8. Word power - Grade power.
9. Workable library research techniques.
10. Speed Reading.
11. Preparing assignments.
12. Colleges and Careers.

SCOPE OF THE PROGRAM

The program TECHNIQUES OF PERSONAL MOTIVATION AND CAREER EXPLORATION is designed to help students in junior and senior high school to succeed in school. It contains a wealth of "how to" material to help a student improve his powers of concentration, his spelling, grammar, vocabulary and reading speed and comprehension, and to help him score higher on tests. Yet, good grades are not presented as the sole criterion of the program.

The most significant feature of TECHNIQUES OF PERSONAL MOTIVATION AND CAREER EXPLORATION is that it is a "why to learn" program. Its major purpose is to help an individual visualize his future, his vocation, his personal goals – and relate the present learning experiences to the accomplishment of his future objectives.

This program offers a unique approach to the Warren City School's responsibility for positive student motivation in the areas of academic success and career exploration whether the student be in college preparatory or vocational education courses. The program not only adds new dimensions to the existing motivational and career counsel methods; it also supplies detailed assistance in reaching the student's personal goals plus the school's goals for him through self motivation. It encompasses for more than the time worn techniques of incentives and awards. It explores in depth certain areas of motivation that have, heretofore only been touched on, and goes to the heart of motivation itself: individual attitudes and personalized goal direction.

A PLAN OF ACTION

The key - the heart of the program lies in each student's portfolio volume, "My Personal Plan of Action." Business and industry have long recognized the importance of planning and goal setting at all levels of their organization. In recent years, psychologists have come to recognize goal setting as perhaps the strongest of all forces for personal motivation. This fact lends critical importance to the need for every student to know and to understand thoroughly the functions of goal setting and planning.

Before a student can hope to motivate himself, he must cultivate certain skills:

1. He must know and understand goal setting.
2. He must analyze himself and be able to begin to define his own goals.
3. He must understand his basic needs - psychological and physiological, conscious and unconscious - and he must know how these needs prompt behavior.
4. He must be able to translate his needs into goals that are concrete and specific.
5. He must be able to discover only motivation blocks that curb his creativity, once he has pinpointed them, he must find ways to overcome the obstacles that will prevent him from achievement.

The "Personal Plan of Action" is based on the TOTAL PERSON. No matter what age or grade level, every student has many needs. He may be academically successful and socially a failure - or vice versa. Self confidence, emotional stability and goal-directed action are all a part of the progressive movement toward adult maturity. There is no way to separate what the student is in school from what he is the rest of the day. Any goal setting plan is incomplete if it is confined solely to that portion of the day the individual spends in the classroom environment. The Plan encompasses development in all broad areas of personal life: Physical, Social, Cultural, Ethical, Financial and Family Life. It helps the student assign each area its proper place of importance or unimportance, and guides him in dealing with them in order of priority.

STRUCTURE

The program is designed to be 18 weeks in length. Students will meet daily for 45 minutes in small groups, not more than 15 if possible. Each week one lesson in either the "how to" or the motivational material will be covered. The first 20 minutes will be spent listening to the recorded text of the lesson. Each student will also follow the text in his manual. Use of this "Double Sensory" technique definitely helps understanding and retention. In some instances the same lesson will be covered three or five consecutive days. The object is obviously to gain the value of repetition. Because of the repetitive exposure to a positive idea and excitement of a professionally recorded voice, the program is highly motivational and helps the student become more excited about putting the ideas he has received from the lesson into action.

The remaining 20 - 25 minutes of each class is spent in discussion of the ideas presented and how they relate to the individual student's personal, academic and vocational development. This discussion will be led by a student selected by the Coordinator of the program. The Coordinator or teacher will act as a monitor and consultant to the group. The student selected will be called the "Key." Several Keys will be selected during the duration of the course if so desired. Each Key will in turn select "Captains" from the group who will be assigned to lead different discussion areas of the lesson. The object of the Key and Captain concept is to utilize what psychologists call "Peer Pressure"as a motivating technique. It also allows each member of the group to gain self esteem upon his or her selection as either Key or Captain.

Whenever it is practical and applicable, adult guests who have attained achievement in their vocation or career area will be invited to participate in the discussions. Also, engrossing and stimulating books will be distributed for outside reading.

For 18 weeks the students will be literally immersed in motivation and "how to" techniques. Although the results will vary in degree, each student will begin to develop positive, affirmative habits of thought that will hopefully give them the inspiration and stimulus to explore and meet the challenges and opportunities of life with positive expectancy.

WARREN CITY SCHOOLS
Department of Career Education
Warren, Ohio

CLASSROOM BASED UNIT ON CITY GOVERNMENT

World of Work
K – 10
Continuum
CAREER EXPLORATION

Dr. Richard A. Boyd,
Superintendent of Schools

Mr. Robert J. Williams,
Director of Career Education

Mr. Michael A. Zockle,
Program Coordinator
World of Work
K–10 Continuum

Unit designed by:

M. A. Zockle - Program Coordinator
A. J. Gelsomino - 9–10 Career Exploration Specialist
Al Zeppernick - BSA Explorer Representative
Thomas Price - Instructor

CAREER EXPLORATION

CLASSROOM BASED UNIT ON CITY GOVERNMENT

Career exploration not only asks young people to state their career interests but also asks them to become involved in their community. In order to attain a fulfillment of their community interests, they must first understand the process of community government as well as the amount of communication which is needed to have an effective city government. With these two facts in mind, it was decided to initiate a classroom based unit on city government in an English class.

The department heads and workers of city government are able to provide facilities, resources, and experience as well as their talents. These people will not only be able to share their work experience with students, but they will be able to show the importance of proper communication for the smooth and orderly function of city government.

An initial meeting with Mayor Art Richards, City of Warren, and Mr. Ken Totten, Director of Personnel, was held in the mayor's office where the basic plan of this exploration unit was explained. This met with the approval of the mayor, and we were given permission to pursue this idea with Mr. Totten and the various department heads. A follow-up meeting with Mr. Totten and the department heads, as well as the classroom teacher, formulated the basic procedure that was to be followed in this exploration venture.

A tentative plan suggests that a worker or a department head from the various departments of city government visit the classroom and explain to students the nature of his work. A different speaker will be used for each session. There shall be two sessions per month, perhaps the first and third Thursday of each month. On alternate Thursdays the classroom teacher may supplement the content of the previous speakers presentation, or prepare the class for the following speaker with a variety of materials such as pamphlets, films, filmstrips, or a classroom discussion.

Any member of the class who finds the career presented by a speaker to be of interest to him may spend some time in individual exploration of a given job. Having the student report back to the class about any exploration experience is an excellent technique to stimulate the interest of other students in exploring a career.

An example of an exploration by a student who is interested in environmental careers may be as follows:

Visits with:
  Law makers, i.e.,
  City Solicitor
  Council
  Parks Supt.
  Water Treatment and Filtration
  Waste Water Treatment
  Utilities Commissioner
  Health Commissioner
  Judicial
  Zoning and Building Director
  etc.

World of Work Career Exploration Project with Warren City Government

Mr. Thomas Price - Instructor

Mr. Anthony J. Gelsomino - Career Specialist

1. Initial visit to the classroom by the Career Specialist to explain the program to the class and create student interest.

2. Visit by Mayor Richards to the class to give an overview of city government and the importance of communication both oral and written to assure proper operation of the city.

3. Visit by a councilman to the class to explain the use of communication in this branch of city government; in meetings; in writing ordinances; etc.

4. Class as a whole, or a few selected individuals, might attend a council meeting and report back to the entire class their observations of the role of communication in this meeting.

5. Someone from the judicial branch of city government might also visit and talk with the class. The class could then visit the municipal court.

6. Representatives from the city departments could visit the classroom explaining their job so that students might learn the who, why, what, and where of each job.

    a. Possible visit by small groups from the class to meet with the department workers.

    b. Students would gain valuable material for in-class communication - both oral and written and understand their career pursuits.

7. Classroom teacher would integrate much of these findings from these exploratory situations into the subject area.

8. Follow-up visit near the end of the school term by the Career Specialist to determine the success of the program and get some feed back from the students on the entire program.

EXPLORING DIVISION

WESTERN RESERVE COUNCIL

WARREN CITY SCHOOLS
(World of Work Career Education)

TIME-TABLE FOR ORGANIZATION AND ACTIVITY PLANNING

ORGANIZATIONAL ACTIVITY	WHO IS RESPONSIBLE	TO BE ACCOMPLISHED	TARGET DATE
1. Meeting with head of local business	Warren School Program Co-ordinator World of Work Career Ed. and Career Specialist Exploring Executive	Secure joint-sponsor Identify adults for Advisory Committee Identify Consultants	
2. Meeting with Advisory Committee	Warren School Program Co-ordinator and Career Specialist Program Co-ordinator Exploring Executive - Teacher	Training I	
3. Meeting with Advisory Committee Program Planning (3 - 6 Months)	Warren School Career Specialist Exploring Executive and Exploring Training Team	Training II	
4. Select students and present Explorer Program	Warren School Career Specialist Exploring Executive and Explorers	Secure Committment from young people	
5. Explorer Career Activity	Advisory Committee Chairman and Explorer Officers	Successful Career Exploration begins	

10/3/72

CAREER EXPLORATION PLACEMENT EVALUATION

Name ______________________________ Date ______________

1. I was placed at ______________________________ so that I could learn more about
(Location)
____
(Job or Career)

2. My placement experience involved:
   - ________ Participation in some work tasks or career activities.
   - ________ A tour of the facilities.
   - ________ Career instruction, information, training requirements, etc.
   - ________ Observation of work and workers.

3. My placement was interesting, helpful, and a learning experience.
Yes ________ No ________ Undecided ________

4. The representatives and workers were courteous and helpful to me.
Yes ________ No ________ Undecided ________

5. Because of today's placement I know more about my career goals.
Yes ________ No ________ Undecided ________

6. I still plan to pursue the same career that I explored today.
Yes ________ No ________ Undecided ________

7. While on my placement I learned about job qualifications, requirements, duties, etc.
Yes ________ No ________ Undecided ________

8. I would recommend this exploration experience for other students.
Yes ________ No ________ Undecided ________

9. What were the weak points of today's placement?

10. What were the strong points of today's placement?

11. What further information would you still like to receive relating to your career plans?

11/72

WARREN CITY SCHOOLS

Box 391
WARREN, OHIO 44482

TO THE STUDENT EXPLORING A CAREER:

In any endeavor of exploration one must know what to look for. The following are only suggestions to make your exploration more worthwhile. Any suggestions or comments from you will help the Career Exploration program expand upon this attempt to make future exploration trips more meaningful.

WORLD OF WORK
CAREER EXPLORATION

Grades 9 - 10

WHAT TO LOOK FOR WHILE EXPLORING A CAREER

1. What is the job like and what are the working conditions?

   A. Is the job inside or outside?

   B. Is it a white or blue collar job?

   C. What are the working conditions? Is it hot, cold, dirty, clean, noisy, etc.?

   D. Do you have to join a union?

   E. Are there any dangers to health or safety?

   F. Will you have regular hours of work?

   G. Will you be working by yourself or with other people?

   H. Is there variety in the job?

   I. Is a special license or certificate required for the job?

   J. Does the job require thinking or physical work or both?

   K. Are there opportunities for study or travel?

2. What is the outlook for this occupation?

   A. Will there be opportunities when you graduate or get further education or training?

   B. Is there a large turnover in this job?

   C. Will there be opportunities in the area in which you desire to live?

   D. Will there be opportunities for male and female in this field?

3. What are the opportunities for advancement?

   A. Are there opportunities for promotion?

   B. Will the job provide experience to help you get a better job later?

   C. How long does it take to advance?

4. What are the personal requirements demanded by the job?

   A. What special abilities will you need for the job?

   B. What personality traits are needed for this job?

5. What high school subjects will I need?

   A. List the high school subjects you should take that will prepare you for the job.

6. What further training or education will I need?

   A. Does the job require further education or training? If so explain.

   B. Will you be able to get the needed education or training in your own town? In your own state?

7. What is the average salary?

   A. What is the average beginning salary?

   B. What is the maximum salary? Years it would take to reach the maximum?

8. List any special advantages the job will have for you.

9. List any disadvantages the job may have for you.

10. List two related jobs. How can you move vertically or horizontally on the job?

11. List an address where further information about these occupations can be obtained.

12. What special abilities does the job call for?

13. How many years (after high school) will it take?

14. Which personality traits are most helpful for the job?

15. Does this job call for you to make use of your special qualities?

16. Will the job give you personal satisfaction?

17. Would you be provided with sick benefits, retirement, regular vacations, and other extra advantages?

18. Will the job require you to meet the public?

19. Will the work be physically tiring?

20. Does the work have variety?

21. Would you be required to make important decisions?

22. Will the work involve any hazards to your health or safety?

23. Are jobs available in your local community?

24. Do jobs in this field have periods of lay-offs or reduced hours?

25. Are there demands for workers in this area during periods of peace as well as during war?

26. Will the job have a future – a steady or increasing demand for workers in this occupation?

27. Methods of entrance (application, union, apprenticeship).

28. I couldn't do well at this career because ______________________________.

29. I could do well at this career because ______________________________.

30. List the various sources available in the library that you can use to obtain information about various jobs.

31. How will I have to dress?

32. Additional comments:

World of Work
Career Exploration
Grades 9 - 10

STUDENT OBSERVATION OF ADULT ORGANIZATIONS

PURPOSE

Observation of adult organizations gives the student an opportunity to see these organizations at work. It is a form or Career Exploration which takes the student "behind the scenes" of organizations which may be familiar to him in name only. This type of exploration gives the student an insight of the work and purpose of the organization.

Two students may be assigned to attend four consecutive meetings of a given organization. After this amount of exposure, the student is able to see that people at work make these organizations function. They also discover that these same people are also engaged in other types of work as a means by which they earn a living. Students thus learn something about the work of the organization and the work in which the members are engaged. The students will then pursue an exploratory experience with those persons who are in careers allied to their own career goals.

CAREER EXPLORATION

WARREN WESTERN RESERVE HIGH SCHOOL

GUIDELINES FOR STUDENT PARTICIPATION IN ADULT ORGANIZATIONS

1. Be sure you know what time the meeting begins and be there on time.
2. Make arrangements for transportation - both ways. If you need assistance in obtaining transportation see the chairman of the organization.
3. Learn something about the organization in advance - its purpose, activities, service projects, etc.
4. Sit with other adult members so you can see your purpose for being invited to the meeting - namely, how the members and the organization function.
5. ASK QUESTIONS. It is the only way you can learn more about the work these people do. These organizations are interested in the youth of our community and they are willing to be of assistance.
6. Use good judgment in the clothing you wear.
7. Before leaving the meeting, thank your host and/or the chairman for the opportunity to observe the organization in action.

WARREN CITY SCHOOLS
ADMINISTRATION BUILDING
261 MONROE STREET, NORTHWEST
P.O. BOX 391
WARREN, OHIO 44482

CAREER EXPLORATION

WARREN WESTERN RESERVE HIGH SCHOOL

GUIDELINES FOR ADULT ORGANIZATIONS PARTICIPATING IN CAREER EXPLORATION

1. Appoint one or two members to serve as hospitality hosts for the student.
2. Let the student know where your organization meets and what time your meeting begins.
3. If the students need transportation to or from the meeting, the host will appoint someone in the organization to be of assistance in providing this transportation.
4. The hosts will meet with the students about fifteen minutes before the meeting is to begin and provide the students with some background information about the organization, namely its purpose, activities, service projects, etc.
5. The hosts will introduce the students to the members of the organization. Please have students sit, individually, with other members so that they can better understand the purpose for being invited to your meeting, and how the members and the organization function. Student may be more at ease if introduced personally to the persons with whom he will be sitting.
6. Encourage these young people to ask questions and to communicate with the adults of your organization. Communication with adults will be a positive way to show these young people that we are listening and willing to assist them.
7. If possible, provide the students with a membership roster which indicates the occupations of the members. This will enable students to see that people from all areas of the working world have similar interests.
8. If the behavior of these young people does not meet with your expectations, please notify the school career specialist or the program coordinator, World of Work.
9. Should any unexpected circumstances develop, in which the host will not be able to implement these guidelines, please call Career Specialist at Western Reserve, 841-2274 or the World of Work office, 841-2260.

10/72

WARREN CITY SCHOOLS
ADMINISTRATION BUILDING
261 MONROE STREET, NORTHWEST
P.O. BOX 391
WARREN, OHIO 44482

WORLD OF WORK

CAREER EXPLORATION QUESTIONNAIRE

One of the many phases of Career Exploration is that of having young people spend time with adults who are engaged in work which interests these young adults. Would you be willing to give a half day or a few hours to help a youngster explore either your area of work or an adult organization in which you are involved?

Name ______________________________

Occupation __________________________

Business Address ______________________

Phone ______________

Best time to call for an appointment ____________________

If you are a member of an adult civic organization, would you be willing to share this experience with a student?

____

Name of organization____________________

Usual meeting time _____________________

Purpose of organization ____

Brief comments you wish to include with the above information:

Return to:
World of Work, Career Exploration
Western Reserve High School

WARREN CITY SCHOOLS

CAREER EXPLORATION

STUDENT EVALUATION OF ADULT ORGANIZATION EXPLORATION

1. Name ______________________________ Grade __________

2. I attended the ______________________________ on ______________
   (Name of organization) (dates)

3. The purpose of this organization is ______________________________
   ____

4. The main topic of discussion at today's meeting was ______________________________
   ____

5. Name three adults which whom you came in contact and their occupations:
   1. ______________________ ______________________
   2. ______________________ ______________________
   3. ______________________ ______________________

6. This experience was interesting, educational, and helpful.
   ________ Yes ________ No ______ Undecided

7. The hosts and/or members of this organization were courteous and helpful.
   ________ Yes ________ No ______Undecided

8. Because of the people I met today, I have given more thought to my career goals.
   ________ Yes ________ No _____ Undecided

9. In the following space write the strong points of today's experience (or experiences).

10. Weak Points:

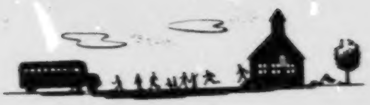
11. Other impressions or comments (use reverse side).

12. Would you recommend this experience for other students?
    ________ Yes ________ No _____ Undecided

13. Did you feel that this experience was a waste of your time?
    ________ Yes ________ No _____ Undecided

IN-SERVICE PROGRAM FOR TEACHERS

(WE HAVE HAD OTHER TYPES)



PROPOSAL FOR A WORKSHOP; TEACHING ELEMENTARY SCHOOL TEACHERS ABOUT THE WORLD OF WORK

RATIONALE:

Schools must awaken to a sense of identity with the cause of a community which employs many workers who serve interdependently in planning and action. Direction should be given to a specific aim in life - occupational adequacy, one of the principles of education. Unity in curriculum must grow from multiplicity of educational philosophy to one which is held together by a single purpose through a workshop in teaching the teacher about the world of work as part of the elementary curriculum.

There seems to be a conflict between actual practice and professional theory. Our present philosophy extols education through participation in community life, the winning of insight and direct taking part in the realities of living. But under existing conditions it often seems the part of humanity to protect the youth from too close contact with surrounding realities. For the defense of the young we maintain the school in isolation from life even while we proclaim that isolationism must be broken down. In a society which continuously plans its activity for the common good, we should be able to partly abandon the teaching about animals and Indians and carry out more necessary studies about humans and their work and their relationships to the interdependent society.

A workshop to teach teachers about the world of work as a part of the elementary curriculum should affect the subject matter of elementary school instruction. In spite of all educational endeavors, there are subjects in our schools which remain "aloof" and are pursued in a pedantic spirit. They too often deal with unrealistic content which has no relationship to their actual life experiences. Practical and vocational subjects are often erroneously considered to lack "depth" and "intellectual substance." They are often used for the superficial purpose of enabling individuals to "adjust" themselves externally to a profit-seeking civilization.

In a planning society, the educational method's employed in maintaining and furthering the life of the community should form the natural core of the course of study. The split between academic culture and the vocational must disappear.

PROCEDURE

The workshop proposed shall be conducted on a quarter basis with a total of sixty hours of instruction. Credit shall be given in Vocational, Elementary, or Guidance.

The workshop shall include only those teachers and administrators from the Warren City Schools who are taking part in the Occupational Motivation and Career Development program and must have approval of the Program Coordinator.

The workshop shall be conducted by the Kent State University and will involve the (1) vocational, (2) guidance, (3) elementary education, departments.

Guidance will be arranged cooperatively with the administration of the Warren City Schools.

SCOPE OF THE PROGRAM

The scope shall be as outlined in the table of contents, Occupational Information in the Elementary School by Willa Norris.

1. The importance of occupational information at the elementary school level.
2. The overall program of occupational information.
3. Early elementary school - a study of home and community.
4. Later elementary school - the industry approach.
5. Resource materials
   - A. Books and pamphlets
   - B. Films and strips
   - C. Songs and recordings

Submitted by
Michael A. Zockle, Project Coordinator
World of Work K–10 Continuum

Vocational And Elementary Education Departments To Conduct World Of Work Workshop

The Elementary Education Department and the Vocational Education Department are collaborating with the Warren City Schools for the **World of Work** workshop on curriculum development and in-service education.

Aims of the program are career development and social-personal development.

Ultimate goal of this workshop is a complete plan for kindergarten through sixth grade which will have an impact on the aims of the total career development process in kindergarten through the twelfth grade.

Dr. Curtis Ramsey, chairman of the Elementary Education Department, is coordinating the program, and is assisted by Raymond Jacobs from Vocational Education.

Winter quarter provided twenty-three teachers and principals with a background in educational and occupational information, theories of career development, educational sociology as it relates to career development and many samples of methods and materials.

Dr. Franklin Ingraham of the School of Technology, Dr. Glen Saltzman of Counseling and Personnel Services Education and Donna Geidel of the Kent City Schools were the main contributors to the winter quarter sessions.

Spring quarter is devoted to building on winter quarter's information, giving stage to produce a workable kindergarten through sixth grade program.

KSU EDUCATION NEWS

Vol. 8 Spring, 1971 No. 2

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WARREN CITY SCHOOLS

WORLD OF WORK

THINK TANK

The purpose -	To get new perspectives in the World of Work
The method -	"Think Tank" sessions will not produce an answer to each issue; rather the sessions provide opportunities for teachers (educators) to view both sides of an issue. Think Tank sessions are not necessarily meetings to extoll one's biases, but rather provide a time to encourage research and substantiate arguments either for or against the issue.
Design:	One "Think Tank" (two hours) every two weeks. One series shall include five sessions. Maximum participation twenty members. Time of sessions will be 7:00 p.m. at the World of Work office. Pay - $50.00 for each participant for the series. You must attend the series. Participants may leave the session after two hours of discussion. Those wanting to continue discussion may do so. Payed participants will include no more than two educators from each building enrolled in the World of Work program. (Other interested educators may attend to satisfy their interest without remuneration)

WORLD OF WORK "THINK TANK" SESSIONS

Possible Topics

1. It seems quite shocking that white workers earn fifty percent more than black workers. But it is even more distrubing that the best paid fifth of all white workers earns six hundred percent more than the worst paid fifth. Thus, employers should make the wages of the best and worst paid workers equal.

2. The American premise of equality of opportunity means that if its people do not want to attend school or college, an egalitarian society ought to accept this as a legitimate decision and give these people subsidized job training.

3. In an ecologically balanced system it is necessary to have human predators, which necessitates poverty and welfare.

4. Until existing conditions change and new jobs are designed to replace existing ones, one work role is no more important than another; i.e., the doctor's role is no more-important than the garbage collector's.

5. Quantity and quality of work and attendance in school have very little correlation with quantity and quality of work and attendance on the job. The motivating factor is that the quantity and quality of performance is related to the interest in the task.

6. In a highly mobile society of over 200,000,000 vehicles, and with the increase in projected career opportunities of persons in the transportation industry (here insert percentage of increase for next ten years.) Courses in school should be designed to meet these career opportunities and replace some of the outdated courses such as Spanish, English Literature and extensive requirements in the Social Studies areas such as Ancient History and World Cultures.

7. Schools take the easy way out by assigning and structuring student organizations and assignments to those who can already perform. This is not teaching. Our task is to teach those interested to achieve performance on a near equal level in these assigned opportunities and organizations. Thus, assigned tasks from cleaning the erasers to editor of the school newspaper should be tasks that are taught rather than handed out to those who have shown competence.

SCHEDULE OF "THINK TANK" SESSIONS

TUESDAY EVENINGS

November 7, 1972 - 7:00 - 9:00 p.m.
November 21, 1972 - 7:00 - 9:00 p.m.
December 5, 1972 - 7:00 - 9:00 p.m.
December 19, 1972 - 7:00 - 9:00 p.m.
January 2, 1973 - 7:00 - 9:00 p.m.

Coffee will be served at 6:45 p.m.
Sessions will begin promptly.

Registration for the course will be at 6:30 to 7:00 p.m. the first evening. Sessions will be held at the Market Building.

I wish to enroll in the "Think Tank" sessions. I understand that I must attend all five sessions to receive the $50.00 stipend. I also understand that all discussion must center around man and his work.

I agree to write a statement either for or against the topics, not to exceed twenty-five words.

I shall estimate my feelings using the following scale:

Strongly agree - Agree - Disagree in part - Disagree - Strongly disagree

I shall write a statement to be turned in at each following session stating my change in attitude or if no change. I will also list new insights if any.

(Persons already compensated for their regular duties, by the World of Work program, are not eligible to collect a stipend for these sessions)

Signed ______________________________

School ______________________________ Subject area and/or Grade ____________

Date ____________________

The Think Tank Seminar will carry a Youngstown University graduate credit option. You may enroll for one or two quarter hours. Cost will be $15.00 per quarter hour plus a $12.00 fee. The credits will be charged to the winter quarter. If you will be taking work during the winter quarter the $12.00 fee will not be an additional charge.

I do want 1 hour __________ 2 hour __________ no __________ credit for the course.

Warren City Schools
DEPARTMENT OF CAREER EDUCATION
Warren, Ohio

THINK TANK
INTRODUCTION

Before undertaking an in-service project such as the "Think Tank," there are several factors which must be dealt with to help insure its success.

The first is that of the physical environment of the meeting place. The setting and atmosphere must be informal, warm and relaxed for group interaction can be inhibited by a rigid and formal setting. This activity should seldom if ever take place in a classroom.

Second, the group leader or leaders should be well versed in group interaction techniques.

Third, those leading should have a fundamental knowledge of the topic.

The fourth factor is the choice of topics themselves. The topics should be listed and presented to the participants before the first "Think Tank" session. This type of research should be encouraged, thus enhancing the quality of the session. These topics could be chosen by the initiators of the "Think Tank" or could be developed by the "Think Tank" participants in an introductory session. This session could also serve to familiarize the participants with the format and with each other.

The most important thing to remember about the "Think Tank" is that it is not meant to be an end unto itself. It is meant to stimulate curiosity and interest and create new perspectives in the contemporary issues surrounding the work concept.

WARREN CITY SCHOOLS

WORLD OF WORK

THINK TANK

PRE AND POST TEST OF ATTITUDE

DIRECTIONS: Listed below are seven major topics. Would you please indicate your present position regarding each of these topics.

1. Strongly Agree
2. Agree
3. Disagree in Part
4. Disagree
5. Strongly Disagree

1. It seems quite shocking that white workers earn fifty percent more than black workers. But it is even more disturbing that the best paid fifth of all white workers earns six hundred percent more than the worst paid fifth. Thus employers should make the wages of the best and worst paid workers equal.

1. ________ 2. ________ 3. ________ 4. ________ 5. ________

2. The American premise of equality of opportunity means that its people do not want to attend school or college, and equalitarian society ought to accept this as a legitimate decision and give these people subsidized job training.

1. ________ 2. ________ 3. ________ 4. ________ 5. ________

3. In an ecologically balanced system it is necessary to have human predators, which necessitates poverty and welfare.

1. ________ 2. ________ 3. ________ 4. ________ 5. ________

4. Until existing conditions change and new jobs are designed to replace existing ones, one work role is no more important than another; i.e., the doctor's role is no more important than the garbage collector's.

1. ________ 2. ________ 3. ________ 4. ________ 5. ________

5. Quantity and quality of work and attendance in school have very little correlation with quantity and quality of work and attendance on the job. The motivating factor is that the quantity and quality of performance is related to the interest in the task.

1. ________ 2. ________ 3. ________ 4. ________ 5. ________

6. In a highly mobile society of over 200,000,000 vehicles, and with the increase in projected career opportunities of persons in the transportation industry (here insert percentage of increase for next ten years). Courses in school should be designed to meet these career opportunities and replace some of the outdated courses such as Spanish, English Literature and extensive requirements in the Social Studies areas such as Ancient History and World Cultures.

   1. __________ 2. __________ 3. __________ 4. __________ 5. __________

7. Schools take the easy way out by assigning and structuring student organizations and assignments to those who can already perform. This is not teaching. Our task is to teach those interested to achieve performance on a near equal level in these assigned opportunities and organizations. Thus, assigned tasks from cleaning the erasers to editor of the school newspaper should be tasks that are taught rather than handed out to those who have shown competence.

   1. __________ 2. __________ 3. __________ 4. __________ 5. __________

WARREN CITY SCHOOLS

WORLD OF WORK
THINK TANK EVALUATION

I. Multiple Choice (Check the most appropriate answer)

1. How do you like this course as compared with other courses you have had, including those you are now taking?

   ( ) one of the best
   ( ) above average
   ( ) below average
   ( ) one of the poorest

2. How would you describe the attitudes of the class toward this course?

   ( ) very favorable
   ( ) fairly favorable
   ( ) average
   ( ) slightly unfavorable
   ( ) highly unfavorable

3. To what extent has this course made you think?

   ( ) very much
   ( ) a good deal
   ( ) average
   ( ) somewhat
   ( ) very little

4. How do you estimate the value of this course to you?

   ( ) the most valuable
   ( ) highly valuable
   ( ) of average value
   ( ) of little value
   ( ) of no value

5. How do you regard the class sessions?

   ( ) never want to miss them
   ( ) seldom want to miss them
   ( ) do not care whether I attend
   ( ) prefer not to attend
   ( ) dislike attending them

6. In relation to the courses I am now taking, the course is:

   ( ) very theoretical
   ( ) somewhat theoretical
   ( ) average balance between theory and practical application
   ( ) somewhat practical
   ( ) closely related to practical application

7. How much opportunity did you have in class sessions to express your own opinion and ideas?

   ( ) as much as I wanted or was able to use
   ( ) more than in the average class
   ( ) as much as in the average class
   ( ) less than in the average class
   ( ) practically none

8. Teacher's attitude toward questions:

   ( ) skillful in drawing out questions
   ( ) encourages questions
   ( ) avoids certain questions
   ( ) ignores most questions

9. Class discussion:

   ( ) highly valuable
   ( ) often unprofitable
   ( ) largely a waste of time

10. Class atmosphere:

   ( ) too formal and uncomfortable
   ( ) formal but not strained
   ( ) warm, class and instructor work together
   ( ) too relaxed - student seem to run the classroom

11. For my preparation and ability this course is:

   ( ) too hard
   (( ) about right
   ( ) too easy

II. ESSAY (Please write a short answer to each of the following)

1. What do you consider to be one or more best features of this course?

2. What are the one or more least satisfactory features?

3. What did you get out of this course that was or will be useful to you in a practical way?

4. What other comments about either the discussion leader or the course that you would like to express? Do so here if you have any.

To: THINK TANKERS

From: Mike Zockle

Re: ASSIGNMENT FOR NEXT THINK TANK SESSION

I. THIS WEEKS TOPIC FOR DISCUSSION:

___ Strongly Agree ___ Agree ___ Disagree in Part ___ Disagree ___Strongly Disagree

My stand on the TOPIC:

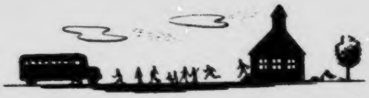
EVALUATION AFTER SESSION:

___ Strongly Agree ___ Agree ___ Disagree in Part ___ Disagree ___Strongly Disagree

II. LAST WEEKS TOPIC FOR DISCUSSION:

My stand after the session and new insights:

PUBLIC INFORMATION



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INTERPRETATIONS AND OVERVIEW

1972 REPORT
CAREER EDUCATION PROGRAM

WARREN CITY
SCHOOL DISTRICT

Date: February, 1972
BY: Michael A. Zockle
TITLE: Coordinator, Career Development

ANALYSIS OF OVERALL PROGRAM – REPORT COORDINATION ITEMS, PHILOSOPHY IN VERY SHORT DETAIL, GENERAL PROBLEMS, AND STRENGTHS NOTED AS FAR THIS YEAR.

The Warren City's Career Development program spans the K–10 continuum. In the Warren City Schools there are two comprehensive high schools, one special education high school, three junior high schools and eighteen elementary schools. There is a total of 4,254 senior high students, 2,265 junior high school students and 7,669 elementary students totaling 14,196 in the school system. The career education program is presently in one high school, 1,200, 9 - 10th grade students; one junior high school, 804, 6-7-8th grade students; and six elementary schools, 4,710, K-6 students. The grand total of participation is 6,714 (33.2%) in K–10.

Late in 1969 the Warren School system submitted a proposal stating that: in urban centers, there are a considerable number of elementary school age disadvantaged youngsters who, because lack of information and motivation concerning the world of work, are unable to set realistic educational and occupational goals. It was presumed that the problem stemmed mainly from the fact that the parents of many of these students also lack this necessary understanding and are therefore not able to offer the needed guidance.

After the first grant and experimentation, the advisory committee still felt the original premise held true. However in their investigation they felt that elementary youth, from other than disadvantaged areas, seem to have similar problems. They felt that the development of an occupational motivation program which enables them to see the wide world community, and the full spectrum of careers, would help them achieve a sense of their own potential as a future participant in society. The project is designed to not only show the pre-requisite for a job but to show that all work is honorable and that every person should have pride no matter what his role. The intent of the program is to answer three inquiries of youth – "Where am I going?" – "How do I fit in?" – "Will I make it?"

Thus, the aim of the school is to provide a K–10 curriculum in career development to overcome the problem by providing motivational, orientational and explorational experiences for the youth in the school community.

The Warren City's Career Education Program involves the services of a full time coordinator who oversees the K–10 continuum; a full time career exploration specialist; a full time career orientation specialist; six part time K–6 career motivation specialist (one in each elementary school); one full time secretary and two instructional aides (5 hours per day). We find this method workable but not fully acceptable. The CE and CO career specialist are free to meet with teachers throughout the school day. The elementary specialistscould be more effective if they were given time throughout the day to meet with staff to plan a more effective program.

The teacher's day seems to be quite full, and the school schedules are very crowded. It becomes quite complicated to schedule meetings with teachers on all levels or tours for the schools which have departmentalized organization. Some improvements have been met, through the effort of the school principals, permitting flexibility within their respective schools.

The greatest asset in the Warren system is the willing community participation, without this, the program could not flourish as it has. Much use has been made of advisory committees, local industrial leaders, the Industrial Information Institute, local service organizations, Trumbull Manufacturing Association and cooperation from Kent State University and Youngstown University. A student teacher has been assigned directly to the Career Program from the Kent Campus. Students have been assigned by Youngstown University to the program to help assemble Career Uni-Packs for students.

The program has been able to purchase much more materials this year because of the increased availability of materials on the market. Caution must be used however to preview everything before purchase. Use of materials by the student is most preferred before selection.

II. CAREER MOTIVATION PROGRAM K–6 - list school(s) involved, then list 25 items of operation and/or problems noted for this year. Include items that are being changed, and also indicate materials developed, articulation in total CAREER program, and personnel involvement (administration, coordination, in-service).

Elm, First Street, Horace Mann, Jefferson, Washington, Willard Elementary Schools

(1) The Career Motivation program opened the year with a plant visitation workshop for teachers interested in attending. Special emphasis was placed on the work opportunities in the industries. (2) Many more field trips and speakers have been used this year than last. (3) The teachers are using better follow up and preparation for the field trip and speaker activity. (4) All the new teachers and student teachers, (fifty), were given a workshop on the understanding of the world of work and a tour of the vocational wing of the high schools in the city system. (5) Principals's meetings have been held to improve implementation within their buildings. (6) Industry is continuing their acceptance of the program, in fact, we have had several calling, asking that they would like to participate. (7) Local publicity is good and the community is becoming aware of the program. (8) Some industries take pride including the career program as a news feature in their own house organ. (9) O.E.A. has written about the program in the Ohio Schools; Changing Times carried an article about the program. (10) Industries' and speakers' response states that the kids are well prepared - they feel that the students are aware and interested. Much to their surprise, they did not expect youngsters to be as "with it" as they are. (11) Warren's schools administrative staff has been complemented by the Center for Occupational Education, On-Site-Team, on their total awareness, and involvement, and sincere belief, in the program, i.e., Superintendent, Directors, Supervisors, Principals, and Teachers. (12) E.M.R. Teachers use career motivation materials more than any other staff members. (13) E.M.R. students become more aware of themselves and their peers and their potential thru the use of career materials. (14) School activity groups, i.e., patrol, lunchroom, librarian, audio visual workers, getting more relationships of their work as it relates to simillar occupations in the community. (15) All students participating in hands on activities in their schools' extra curricular groups are awarded a career motivation certificate. (16) K.S.U. Project, industrial technology, is expanding, a student teacher from elementary education and industrial arts classes will help correlate industrial technology with social studies - science and math, (on site). (17) Seven student teachers from Youngstown University have been assigned to world of work for three 1/2 days per week. They will help construct programmed materials for youngsters. (18) Working with Cleveland Plain Dealer for "newspaper in the classroom" and as it relates to the world of work, 250 students are involved in this trial project. (19) Six filmstrip productions by the Industrial Information Institute have been completed. (20) Working with the area Health Association who have designed a program of health careers involvement in the schools. (21) Children are developing their own filmstrip productions relating to career development. (22) Inexpensive cameras for classrooms are available for student observation of careers singled out in the community. (23) We shall attempt to offer rewards to teachers who are willing to write up their projects as they relate to World of Work, Career Motivation.

The Career Motivation project is a very interesting one, there are many small problems that do crop up, but none that seem to be too large to handle. There are other projects and implications too numerous to be included in this short report.

III. CAREER ORIENTATION PROGRAM 7 – 8 - list schools involved, then list 25 items of operation and/or problems noted for this year. Include items that are being changed, materials developed, articulation in total CAREER program, and personnel involvement (administration, coordination, in-service)

WEST JUNIOR HIGH SCHOOL - 32 CLASSROOMS - (1) Experiences in Career Orientation begin with a contemporary issue and the occupations that are concerned with it. After an issue is decided, those occupations which have any bearing on it are researched by use of resource speakers, audio-visual materials, library assignments, field trips, etc. (2) Kuder Clusters of occupations are assigned to specific subject matter areas. These Cluster groups are used since they lend themselves to the contemporary issues approach more readily. (3) Within the contemporary issue, Cluster groups are also assigned. This can stimulate other subject matter areas being included resulting in investigation of a greater number of occupations. (4) The success of a program depends upon the principal being behind it. Since it does require some classroom teacher initiative, they have to know that deletion or compressing the amount of time spent on a particular unit to provide time for career orientation is acceptable. (5) Decentralization of authority (shared management) has contributed to the success and acceptance of the CO program. (6) Older teachers have to be convinced that it is not always necessary or wise to "cover the book", although some teachers find it hard to break away from the textbook. (7) Students have helped to preview and select materials. (8)) Teachers, the principals, librarian, and guidance counselor have suggested materials to be purchased. (9) Those teachers who have developed plans for the second semester appear to have determined that resource speakers and field trips are not the principal parts of the CO program, but a part of the whole program. (10) A Science teacher and Math teacher are developing a unit cooperatively in which they will share classroom teaching, help each other's classes while one is on a field trip, etc. (11) Students in an English class will prepare the commentary, ideas, etc. for a filmstrip while the filmstrip itself will be prepared in an Art class as part of an advertising campaign for a series of events, among them the Career Development program itself. (12) An Attitude Survey was given to every student in grades 6, 7, and 8. It is a cumbersome test, and the amount of time needed for scoring is too great for the value gained from the test. A better means of testing will be used next year when the OVIS will be given. (13) A general unit on studying about occupations will be given in 7th and 8th grade Social Studies classes this year. Materials will be general in nature to avoid repetition in other classes and guarantee inclusion of some materials. The EPC Career Games will be used in the 8th grade as a concluding part of the unit. (14) A great deal of time is spent on clerical work and A-V materials this year. If plans for next year are approved, the CO office and its materials will be moved into, and become a part of, the Media Center attached to the library. Responsibility for those A-V materials will then become a part of the duty of the librarian and her aide(s?). (15) The CO Career Specialist is a member of a junior high school curriculum revision and testbook adoption committee. Materials for review are being evaluated for opportunities to include CO experiences. (16) The principal and assistant principal are taking over classes for teachers who are on field trips. While every teacher has a preparation period, it presents opportunties for better cooperation if they are not used to "cover" other teachers' classes. (17) Extensive use of the videotape to get more "mileage" from a resource speaker. (18) It is difficult to schedule meetings for teachers in a particular department since they do not have the same free periods. If scheduled, they must be after school. This may be changed next year. (19) The number of teachers participating in a voluntary pre-school in-service workshop in CO increased this year over last year. (20) Use of A-V materials has put a strain on the amount of equipment available for school-wide use, requiring more to be purchased, if possible. (21) Cooperation of parents who have volunteered to participate is excellent, ranging from speaking to groups of students to arranging and attending field trips to their places of work.

IV. CAREER EXPLORATION PROGRAM 9 – 10 - list school(s) involved, then list 25 items of operation and/or problems noted for this year. Include items that are being changed, materials developed, articulation in total CAREER program, and personnel involvement (administration, coordination, in-service).

WESTERN RESERVE HIGH SCHOOL

(1) A full day in service workshop for the 9 - 10 teachers at Western Reserve was held to kick off the Career Exploration Program. (2) The Career Exploration program was explained to the 9 - 12th grade teachers at the first staff meeting of the year. (3) Department head meetings have been held to help facilitate the integration of Career Education into all subject areas. (4) An assembly for all 9th and 10th grade students was held in order to explain the Career Exploration program to them, and how it will affect them. (5) One group of sixty students have completed, and a second group of sixty have begun a pre-vocational course. In the pre-vocational class, each student obtains three weeks of "hands on" experience in each one of the vocational areas offered at Western Reserve. At the end of fifteen weeks each student returns for three additional weeks "hands on", in the occupational area of his choice. (6) All ninth grade students spend four weeks in a "Achieving your Career Unit. Each student spent twenty hours researching careers of interest to him. (7) An occupational interest survey was given to all ninth grade students. (8) A Center Media Center was built adjacent to the library. Materials relating to careers in the form of books, film strips, cassettes, etc. for students and teachers use are located here. Students and teachers are being used to help make the selections and evaluate the material before it is purchased and placed in the Careers Media room. (9) An assembly was held for all interested ninth and tenth grade students to explain a course offered titled "Techniques and Success and Career Exploration." A guest speaker was brought in to speak to the group about achieving life's goal. As a result of this assembly one hundred students indicated that they would like to participate in the course. Because of limitations of facilities, a group of thirty students are now participating in the class. The course is a self-study motivational course which emphasizes goal setting. (10) Up to mid-semester, approximately ten per cent of the ninth graders had a direct exploratory experience in industry with persons performing jobs related to the student's interests. There has been some opportunity for few of the students to obtain "hands-on" experiences in these explorations. (11) The students at Western Reserve have had very little, if any previous experiences in Career Education. Therefore, arrangements were made for speakers to come into classes to discuss their careers. Arrangements for field trips for groups of students were also made, the speakers and trips were very valuable for introducing students to the working world outside of the classroom. (12) A complete testing program for all the students is being worked out with the department of Pupil Personal Services. The students will be tested using the O.V.I.S. test in the eighth grade, and the G.A.T.B. test in the tenth grade. (13) It's necessary to employ substitute teachers to cover classes for teachers accompanying students on field trips. It is felt that the money is well spent, as most teachers have never seen the world of work outside the classroom and the experience enables them to relate jobs viewed on the trips with their subject area. (14) A guide was developed with pointers for the students involved in explorations. This will aid the student on knowing what to look for during an exploration. (15) A mid year report will be given to all teachers indicating the various activities in career exploration. (16) Thru the results of the students research during their attendance as members of the Achieving Your Career class, selections are made locating explorations to be assigned to each student related to their researched interest area. (17) Various organizations in the school which involved students in extra curricular activities are also participating in the Career Exploration Program. For example, the Future Teachers of America Organization is concerned about the over crowded conditions in the profession. Therefore, other Career opportunities related to teaching are being explored. A future nurses program is also under way with the Director of Practical Nursing Program working with girls who have indicated their interest in nursing as a career. Half-day experiences in the hospitals with practical nurses are being arranged for them. (18) Those responsible for the program are eager to get a good start and are anxious to put everything into motion. The task at hand is a large one, but they feel sure that in time every phase can be implemented. At this time no problem seems to be too difficult to overcome preventing Career Exploration from being successful.